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ABSTRACT

This program, included in "Effective Reading Programs...," serves about 8,900 educationally disadvantaged children in K-6. The program involves all 700 classroom teachers and most of the 700 paraprofessionals in 31 Title I elementary schools. The schools are located in low-income areas of a large city. The major objective of the program is to improve the reading skills of educationally disadvantaged children. The program focuses on three areas: comprehensive reading instruction; extensive inservice training for teachers, aides, and other staff members; and the development and production of supplementary instructional materials. Reading instruction usually takes place in the regular classroom. It involves a multisensory approach and features initial and continuous diagnosis of students' critical reading needs. Before teachers may acquire supplementary materials for use in their classrooms with the students who are eligible for Title I services, they must attend a 24 hour course that includes instruction in specific reading techniques and the development and use of supplementary materials. Teacher aides also receive extensive training. (WR)

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Title I Reading Program

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Minneapolis Public Schools
September, 1973

The Minneapolis Public Schools' Title I Reading Program has two goals:

1. To help young children learn to read as well as they should for their age and grade.
2. To correct the reading problems of children who are below grade level in reading skills.

The program is supported by federal funds from Title I of the Elementary and Secondary Education Act of 1965. It serves over 8000 elementary school children who need extra help in reading and attend Title I eligible schools. Title I schools are those with a higher percentage than the city as a whole of children from low income families, families receiving Aid to Families with Dependent Children, and foster families.

PAGE(S) 5 & 6

What was it like when you learned to read?

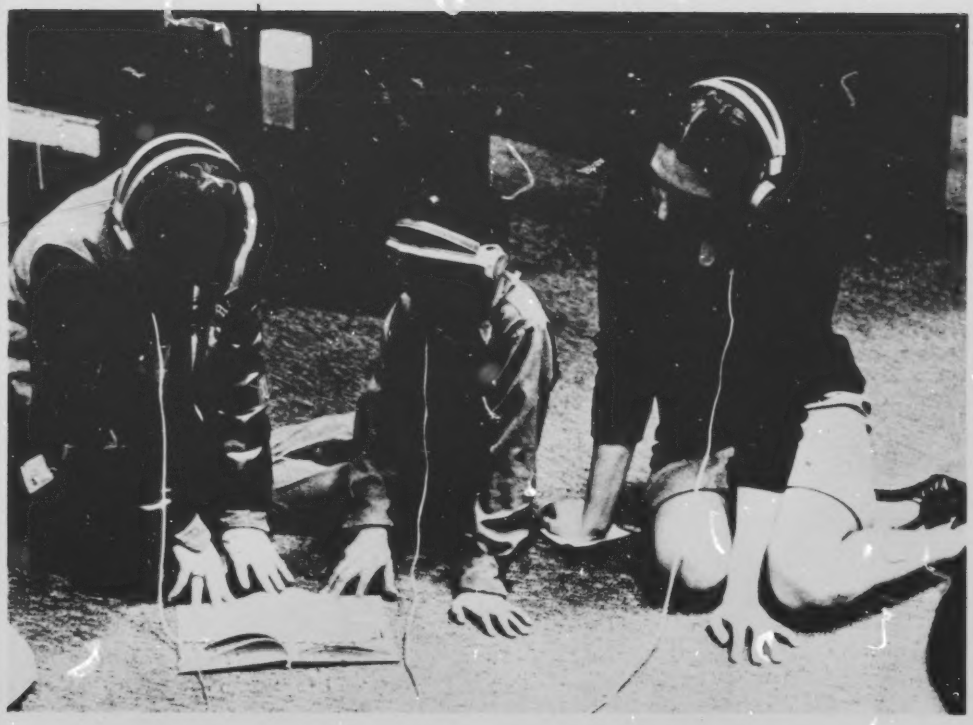
- You probably had one reading book at your desk.
- Or maybe you sat in a circle around the teacher at the front of the room. Everyone had the same book and the same lessons, and you took turns reading.
- Sometimes you used a workbook.
- Your teacher took a course in teaching reading when she was in college.

What happened if a child didn't learn to read in first or second grade?

- Maybe he had to repeat a grade.
- Maybe he went to summer school.
- Chances are, he never did learn very well.

What's it like for a child in today's Title I Reading Program?

- He still has a reading book, but it's one that fits his reading skills.
- He may still sit in a circle for reading, but his teacher has ways to find out exactly what lessons he needs.
- He may still use a workbook, but he also uses games and cards and pictures and other books to help him with his special reading problems.
- His teacher still takes college courses in teaching reading, but she gets lots of extra training and help while she's actually teaching.
- He will get help in reading all through elementary school.



but it's one that fits his reading skills.

Before the Minneapolis Title I Reading Program began in 1968, 20 different reading textbook series were being used in the city's inner-city schools. Teachers worried that children who moved from school to school — as many inner-city children do — would get confused and lose ground. So all Title I schools began using the same reading books. And each school began to introduce basic reading skills in the same order.

This doesn't mean that every child in grade two uses the same book. Which book he uses depends on how well he reads. It does mean that all the books are from the same series, with the same vocabulary and spelling patterns. Even if a child moves to another Title I school he will use the same books; moving through them at his own speed.

Children get the same textbook series and teaching approach from grade to grade as well as from school to school. Teachers can share ideas and materials and help each other do a better job.

Picture a typical Title I classroom during reading period.

A small group of children is reading to the teacher.

Some children are completing worksheets.

Some children are reading their textbooks.

His teacher has ways to find out exactly what lessons he needs.

Another group is playing a word game with a trained teacher aide.

A few more children are listening to a taped lesson.

It may not look so organized as classrooms used to be, but it makes sense. Why? Because different children need different lessons. A child goes through many steps when he learns to read. He learns to recognize letters. He learns how each letter sounds. He learns how groups of letters sound. He learns new words and what they mean. Children go through these steps at their own pace. It's important for a teacher to know which steps a child is ready to learn or practice. The Title I Reading Program provides informal tests that help a teacher find out what kind of reading errors a child is making. Then she can give him lessons to correct his mistakes.

He uses games and cards and pictures and other books to help him with his special reading problems.

The Cookie Monster, the Jungle Game, and Rummy don't sound as if they belong in a reading program, do they? But they are a very important part of the Title I Reading Program. The Cookie Monster eats words – but only words read "loud and clear" by Title I youngsters, who may then feed the word to the Cookie Monster. And there's only one way to win in the Jungle Game – by reading phrases correctly. The high scorer in "Root-Word" Rummy is the one who gets the most "tricks" made up of a word in all its forms, like "talk," "talks," "talked," and "talking."

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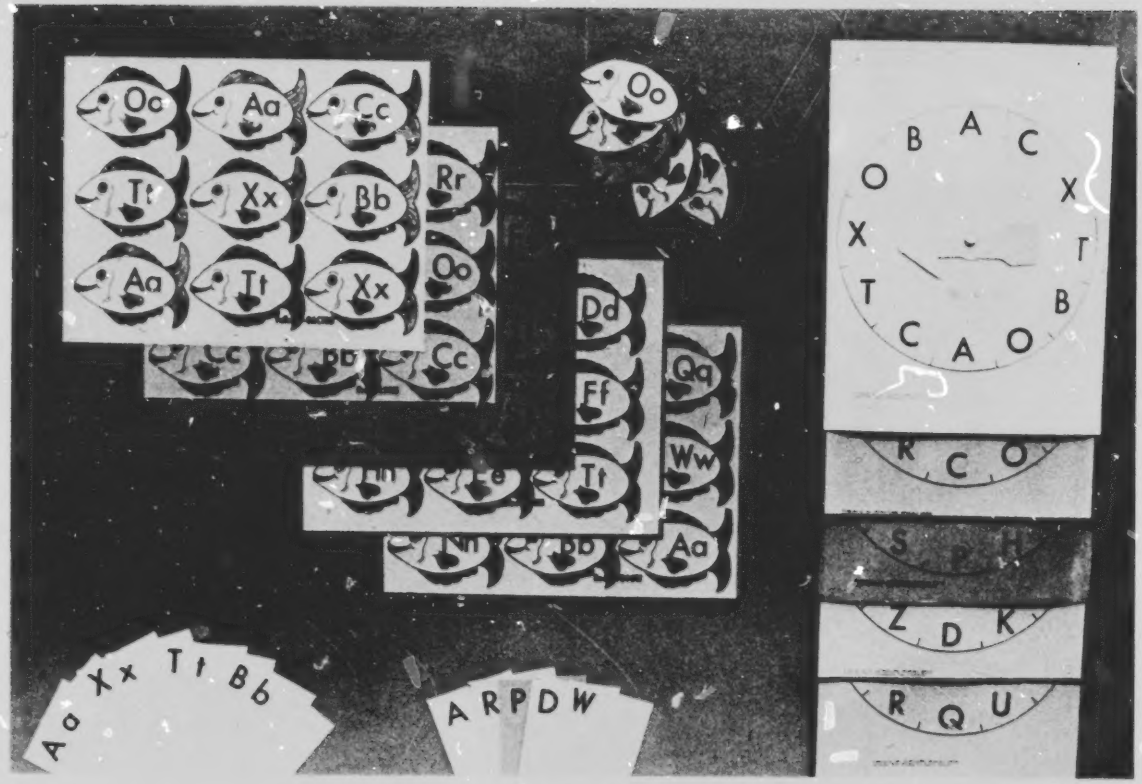
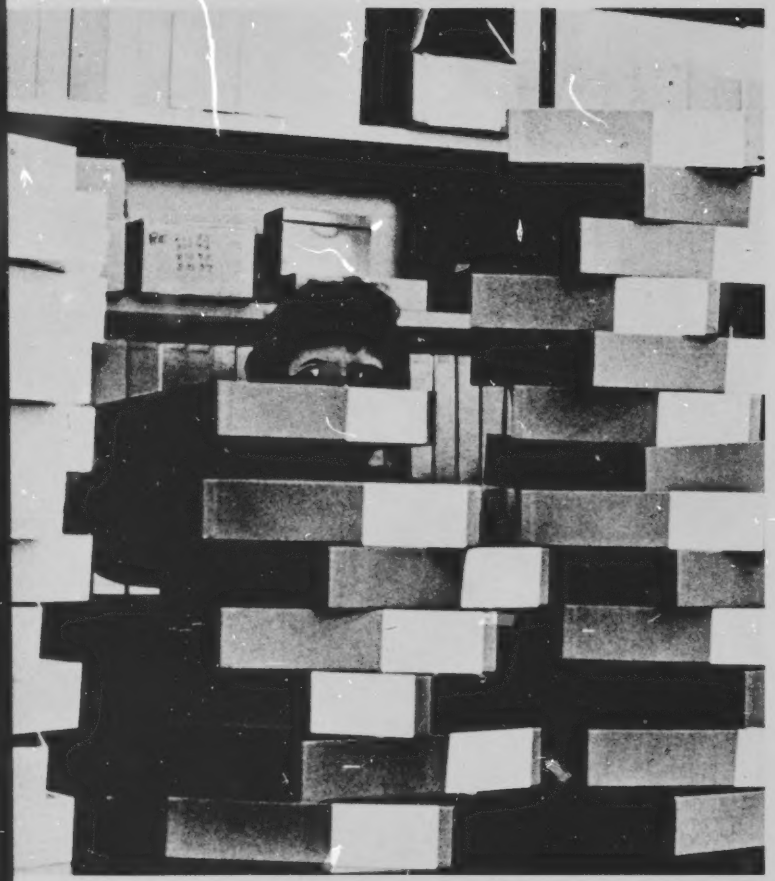


Materials like these and many many more are at the heart of the Title I Reading Program. Why new materials?

- To give children more practice than the textbook provides.
- To let children learn in different ways.

Besides playing word games children can listen to tapes, trace letters, flash phrase cards to each other and build words with letter blocks. The idea is to get children actively involved in a lesson and to give teachers more choice in how they teach reading skills.



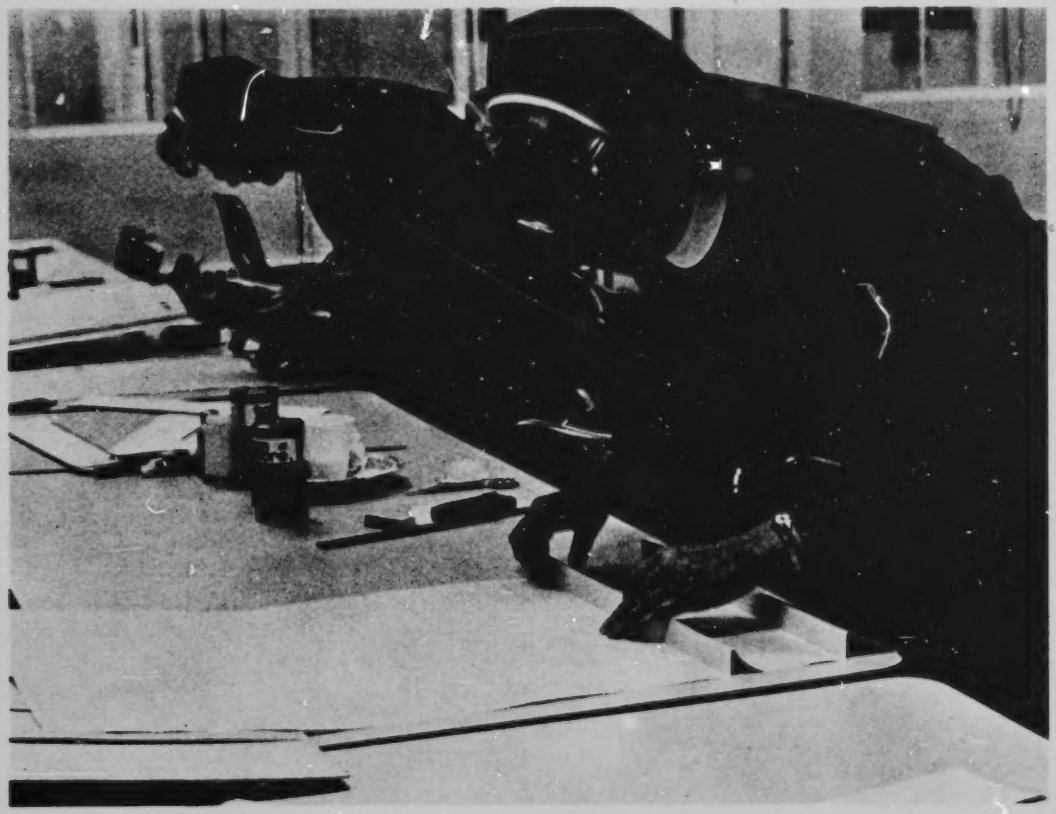
The materials are designed by a writing team of reading experts and classroom teachers from the Minneapolis Public Schools. Then they are produced by the Title I Instructional Materials Center (IMC). The IMC is like a print shop. It prints and distributes to teachers whatever materials they need from among all those designed by the Title I Reading Program staff. And it produces "little books," which children may read and keep, as well as the games, worksheets, tests.

Rapid production for low cost is the IMC's specialty. If the writing team prepares a game, for example, it can be printed, packaged and ready for delivery in one day.

His teacher still takes a college course in teaching reading, but she gets lots of extra training and help while she's actually teaching.

The Title I Reading Program began because teachers themselves asked for a better way to teach reading. They felt that their teacher training had not prepared them for what classrooms were really like. So the Title I Reading Program, in cooperation with reading specialists from the University of Minnesota, developed teacher training courses that focus on everyday classroom situations — large groups, wide range of reading ability, discipline problems, absenteeism. Teachers must take this basic course before they begin using the Title I reading materials. They learn how and when to use the materials, how to help children with serious reading problems, how to decide what lessons a child needs.

Teachers who have already had the basic course can take mini-courses that help them handle special problems and use new materials.



To help teachers "get it all together," the Title I Reading Program sends skilled experienced reading teachers into classrooms regularly. They demonstrate lessons, so the classroom teacher can watch and learn. They watch her teach, too, and suggest changes and improvements. These skilled reading resource teachers have themselves been specially trained in reading instruction at the University of Minnesota.

Teachers aren't the only ones learning about teaching reading. Program staff have organized sessions to teach parents how to build a child's reading skills at home.

He will get help all through elementary school.

The is in the .

Imagine how proud young children are when they can read this whole sentence. The Title I Reading Program staff has developed many reading readiness activities using the picture-word approach.

The program helps children learn "structure" words, such as "on," "in," and "the," at the same time that they learn to read sentences smoothly.

An early start in reading is important. Just as important is continuous reading instruction all through elementary school. Now, a team of teachers from the Title I Reading Program is developing and demonstrating reading materials exclusively for fourth, fifth and sixth graders. And training programs for intermediate teachers have been established. The goal of the intermediate program is to maintain and build on reading skills children have learned in earlier grades.

To get more information about the Title I Reading Program, please contact Mitch Trockman, Project Manager, Instructional Materials Center, Florence Lehmann Center, 1006 W. Lake Street, Room 436, Minneapolis, Minnesota 55408 (612) 348-4062.

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Special School District No. 1

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The Elementary and Secondary Education Act requires the Minneapolis Public Schools to tell the public how it spends Title I money.

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Minneapolis Public Schools

Title I Reading Program
Project Directors' Report
1972-73

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Ideas expressed in this report do not necessarily reflect the official position of the Minneapolis Public School Administration nor the Minneapolis School Board.

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October, 1973
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Research and Evaluation Department
Planning and Support Services
807 N. E. Broadway
Minneapolis, Minnesota 55413

Title I Reading Program
Project Directors' Report
1972-73

Summary

The Title I Reading Program, with the Instructional Materials Center (IMC) and the Combine Component, operates in Minneapolis public and parochial Target Area elementary schools to help improve the reading skills of educationally disadvantaged children. The Reading Program began operations in 1968 and focused on primary grade students until January 1972 when a component was formed to work with intermediate grade children. The Combine Component trains selected classroom teachers for reading leadership roles. The IMC writes, produces and distributes the reading material used in the program. All are located in the Florence Lehmann Education Center, 1006 W. Lake Street, Minneapolis.

In 1972-73 the Title I Reading Program and its components operated on a budget of $427,854, all of which was provided by the federal government under Title I of the Elementary and Secondary Education Act of 1965. The Primary Reading Program and Combine Component operated on a budget of $195,710, the Intermediate Reading Team spent $96,288, and the IMC had a budget of $135,856.

The Title I Reading Program has provided many services and materials for Title I teachers and eligible pupils. The overall evaluation of services has been good, and the program has been designated as a top priority item by principals and advisory groups in Target Area schools. Extensive in-service training has been provided for teachers by the Reading Program, the IMC and the Combine Component.

All IMC materials are original productions copyrighted by the Minneapolis Public Schools. The Center distributes a catalogue listing available materials, which include educational games, vocabulary cards, phrase cards, color-coded alphabet cards, short stories in colorful books, diagnostic materials and tests. During the 1972-73 school year over 500 teachers used IMC produced materials. Their response was enthusiastic.

See page

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October 1973 Research and Evaluation Department

About this Report . . .

This report presents a DESCRIPTIVE picture of the project prepared by project administrators.

Descriptive reports generally follow the procedures and format described in Preparing Evaluation Reports, A Guide for Authors, U. S. Department of Health, Education and Welfare, Office of Education.

Readers who are familiar with these descriptive reports may wish to skip the first two sections which describe the City of Minneapolis and the Minneapolis Public Schools, since these descriptions are standard for all descriptive reports.

EVALUATIONS of the project, prepared by the Research and Evaluation Department of the Minneapolis Public Schools, or by external evaluators, are reported in separate publications.

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The City of Minneapolis

The program described in this report was conducted in the Minneapolis Public Schools. Minneapolis is a city of 434,400 people located on the Mississippi River in the southeastern part of Minnesota. With its somewhat smaller twin city, St. Paul, it is the center of a seven-county metropolitan area of over 1,874,000, the largest population center between Chicago and the Pacific Coast. As such it serves as the hub for the entire Upper Midwest region of the country.

The city, and its surrounding area, long has been noted for the high quality of its labor force. The unemployment rate in Minneapolis is lower than in other major cities, possibly due to the variety and density of industry in the city as well as to the high level capability of its work force. The Twin City metropolitan area unemployment rate in June of 1973 was 3.3%, compared with a 4.8% national rate for the same month. As the economic center of a prosperous region rich in such natural resources as forests, minerals, water power and productive agricultural land, Minneapolis attracts commerce and workers from throughout the Upper Midwest region. Many residents are drawn from the neighboring states of Iowa, Wisconsin, Nebraska and the Dakotas as well as from the farming areas and the Iron Range region of outstate Minnesota.

More Minneapolitans (32%) work in clerical and sales jobs than in any other occupation, reflecting the city's position as a major wholesale-retail center and a center for banking, finance and insurance. Almost as many (26%) are employed as craftsmen, foremen and operatives, and 23% of the work force are professionals, technicians, managers, and officials. One out of five workers is employed in laboring and service occupations.

Minneapolis city government is the council-dominated type. Its mayor, elected for a two year term, has limited powers. Its elected city council operates by committee and engages in administrative as well as legislative action.

Minneapolis is not a crowded city. While increasing industrial development has occupied more and more land, the city's population has declined steadily from a peak of 522,000 in 1950. The city limits have not been changed since 1927. Most homes are sturdy, single family dwellings built to withstand severe winters. Row homes are practically non-existant even in low income areas. In 1970, 48% of the housing units in Minneapolis were owner-occupied.

Most Minneapolitans are native born Americans, but about 35,000 (7%) are foreign born. Swedes, Norwegians, Germans, and Canadians comprise most of the foreign born population.

Relatively few non-white citizens live in Minneapolis although their numbers are increasing. In 1960 only three percent of the population was non-white. The 1970 census figures indicate that the non-white population had more than doubled (6.4%) in the intervening 10 years. About 70% of the non-whites are black. Most of the remaining non-white population is American Indian, mainly Chippewa and Sioux. Only a small number of residents from Spanish-surnamed or Oriental origins live in the city. In 1970 non-white residents made up 6.4% of the city's population but accounted for 15% of the children in the city's elementary schools.

Minneapolis has not reached the stage of many other large cities in terms of the level of social problems. It has been relatively untouched by racial disorders or by student unrest. Crime rates are below national averages. Continuing concern over law and order, however, is still evidenced by the recent re-election of Mayor Charles Stenvig, a former police detective.

One's first impression is that Minneapolis doesn't really have serious problems of blight and decay. But the signs of trouble are evident to one who looks beyond the parks and lakes and tree-lined streets. As with many other larger cities, the problems are focused in the core city and are related to increasing concentrations there of the poor, many of them non-whites, and of the elderly. For example, nine out of 10 black Americans in Minneapolis live in just one-tenth of the city's area. While Minneapolis contains 11% of the state's population, it supports 28% of the state's AFDC families.

There has been a steady migration to the city by American Indians from the reservations and by poor whites from the small towns and rural areas of Minnesota. They come to the "promised land" of Minneapolis looking for a job and a better way of life. Some make it; many do not. The American Indian population is generally confined to the same small geographic areas in which black Americans live. These same areas of the city have the lowest median incomes in the city and the highest concentrations of dilapidated housing, welfare cases, and juvenile delinquency.

The elderly also are concentrated in the central city. In 1970, 15% of the city's population was over age 65. The elderly, like the 18 to 24 year old young adults, live near the central city because of the availability of less expensive housing in multiple-unit dwellings. Younger families have continued to migrate toward the outer edges of the city and to the surrounding suburban areas.

The Minneapolis Schools

About 69,477 children go to school in Minneapolis. Most of them, about 61,052, attend one of the city's 98 public schools; 8,425 attend parochial or private schools.

The Minneapolis Public Schools, headed by Dr. John B. Davis, Jr., who became superintendent in 1967, consists of 67 elementary schools (kindergarten-6th grade), 15 junior high schools (grades 7-9), nine high schools (grades 10-12), two junior-senior high schools, and five special schools. Nearly 3,500 certificated personnel are employed.

Control of the public school system ultimately rests with a seven-member board which levies its own taxes and sells its own bonds. These non-salaried officials are elected by popular votes for staggered six-year terms. The superintendent is selected by the board and serves as its executive officer and professional adviser.

Almost 40 cents of each local property tax dollar goes to support a school system whose annual operating general fund budget in 1973-74 is $81,038,330 up from $78,992,236 in 1972-73. Minneapolis received federal funds totaling 11.8 million dollars in 1972-73 from many different federal aid programs. The Elementary and Secondary Education Act provided about 6.5 million dollars, of which 3.4 million dollars were from Title I funds. The adjusted maintenance cost per pupil unit in the system was $981 in 1971-72 while the range of per pupil unit costs in the state for districts maintaining elementary and secondary schools was from $563 to $1,324.

One of the superintendent's goals has been to achieve greater communication among the system's schools through decentralization. Initially, two "pyramids" or groups of geographically related schools were formed. First to be formed, in 1967, was the North Pyramid, consisting of North High School and the elementary and junior high schools which feed into it. In 1969 the South-Central Pyramid was formed around South and Central High Schools. Each pyramid had an area assistant superintendent as well as advisory groups of principals, teachers, and parents. The goals of the pyramid structure were to effect greater communication among schools and between schools and the community, to develop collaborative and cooperative programs, and to share particular facilities and competencies of teachers.

In the summer of 1973 decentralization was carried one step further when the entire school district, with the exception of five schools involved in an experimental program called Southeast Alternatives, was divided into three areas.

Each of these areas -- East, West and North -- is headed by a superintendent who has autonomous decision-making power within the guidelines of school district policies and philosophies.

Based on sight counts on October 17, 1972 the percentage of black American pupils for the school district was 10.6%. Eight years before, the proportion was 5.4%. American Indian children currently comprise 3.8% of the school population, more than double the proportion of eight years ago. The proportion of minority children in the various elementary schools generally reflects the prevailing housing pattern found in each school area. Although some non-white pupils are enrolled in every elementary school, non-white pupils are concentrated in two relatively small areas of the city. Of the 67 elementary schools, 11 have more than 30% non-white enrollment and four of these have over 50%. There are no all-black nor all-white schools. Twenty-three elementary schools have non-white enrollments of less than 5%.

The Minneapolis School Board has approved a desegregation plan involving busing which has operated smoothly since taking effect in September 1973.

The proportion of school age children in AFDC homes has more than doubled from approximately 12% in 1962 to 28% in 1972.

While the median pupil turnover rate for all the city schools in 1971-72 was about 24.5%, this figure varied widely according to location (turnover rate is the percentage of students that comes new to the school or leaves the school at some time during the school year, using the September enrollment as a base figure). Target Area schools generally experience a much higher turnover rate; in fact only four of the Target Area schools had turnover rates less than the city median. Compared with the city, the median for the Target Area schools was 36.1%.

The Target Area

The Target Area is a portion of the core city of Minneapolis where the schools are eligible to receive benefits from programs funded under Title I of the Elementary and Secondary Education Act (ESEA). A school is eligible to receive Title I aid if the percentage of families residing in that school's district which receives AFDC payments (in excess of $2,000 a year) -- or has an annual income under $2,000 -- exceeds the citywide percentage for families in those categories.

In 1972-73, nearly 26,871 children attended the 25 elementary schools, five junior highs, three senior highs and seven parochial schools that were eligible to receive this aid. One-third of these students were from minority groups and one-third were defined by the State Department of Education as

educationally disadvantaged, i.e. one or more grade levels behind in basic skills such as reading and arithmetic. Federal programs are concentrated on the educationally disadvantaged group.

According to 1970 census data, over 170,000 persons resided in the Target Area. Of that group, 11 percent were black and 3½ percent were Indian, more than double the citywide percentage of minority group members. Over half of the Target Area residents over 25 years old had not completed high school, compared to the 35 percent of the non-Target Area residents who did not have high school diplomas. One out of five Target Area residents over the age of 25 had gone to college, and nine percent had completed four or more years. One out of four of the non-Target Area residents had gone to college, and 15 percent had completed four or more years.

The income for an average Target Area family was $9,113 in 1970, about $2,000 less than the citywide average. The homes they lived in had an average value of $10,385, over 40 percent less than the average value of a single family residence in Minneapolis. One out of five Target Area children between the ages of 6 and 17 was a member of a family that was below the poverty level, while only 6 percent of the non-Target Area children had such a family status.

Schools and Neighborhoods Served by the Title I Reading Program

The Title I Reading Program operates in Minneapolis public and parochial Target Area elementary schools to help improve the reading skills of educationally disadvantaged children.

Target Area schools are schools located in Minneapolis inner-city areas that have been designated eligible to receive additional funds from the federal government under Title I of the Elementary and Secondary Education Act. Funds must be used to provide preventive and remedial instruction in reading, writing, mathematics and oral language to students who score at the 25th percentile or below on citywide tests or who are one grade or more behind in reading or math skills. For the 1972-73 school year, 25 public and seven parochial elementary schools were designated as Target Area schools.

The Instructional Materials Center, a support component of the Title I Reading Program established in August 1969, provided materials to about 240 teachers in Title I schools during the 1969-70 school year. During the 1972-73 school year, the number of teachers using IMC-produced materials with their disadvantaged children increased to more than 530.

History of the Project

Educators are aware that many children's learning and behavior problems stem from poor reading skills. In 1967, a Minneapolis teachers' committee composed of inner-city elementary school teachers identified reading instruction as the main area in which children needed help.

Teachers also were concerned about the many different methods for reading instruction used in inner-city elementary schools in Minneapolis. Some 22 different systems for teaching reading were found among 20 inner-city elementary

schools in Minneapolis, Inconsistency in reading programs was especially hard on inner-city children who moved frequently during the school year. While children who move a great deal often stay in the same general area, they may attend several different schools within the same year. In an effort to provide some continuity for these children, and to provide a basis for more effective instructional materials development in reading, teachers from inner-city schools selected one basal reading series to be used in all their schools.

Teacher interest in reading instruction resulted in an in-service teacher training course to (1) train teachers in specific techniques for teaching reading and (2) train teachers to use a wide range of multi-sensory reading instruction materials. This course also was funded under Title I of the Elementary and Secondary Education Act of 1965. Teachers and staff of the School's Office of Planning, Development, and Federal Programs worked for one year to design the course. Teachers identified their practical day-to-day problems in teaching reading and examined possible alternatives for dealing with such problems. It was up to teachers to decide which problems and solutions would be emphasized in the course.

The teacher-training course, in turn, led to development of the IMC. Official hours of operation for the IMC during the first eleven months were 7:00 a.m. to 5:45 p.m., five days a week. To keep up with the level of service felt necessary by the IMC staff, it was necessary to work many weekends to meet the demand. In preparation for the start of the 1970-71 school year, the IMC hours shifted to a 7:00 a.m. to 11:30 p.m. day during the twelfth month of operation. The work week was lengthened during the spring of 1971 to six and and seven days in order that a commitment to the Summer School program could be met.

During the summer of 1971 the United States Government donated the Buzza Building to the Minneapolis Public Schools. Located at 1006 W. Lake Street, this large building was renamed the Florence Lehmann Educational Center. Space was set aside for the Title I Reading Program on the fourth floor and during September 1971, a total of eight truckloads of IMC materials and supplies were transported to the new location.

In January 1970, plans were formulated to coordinate certain phases of the University graduate and undergraduate program in reading with the ongoing Minneapolis Title I Reading Program. The goal of this cooperative venture was to provide increased instructional services to children in Target Area schools.

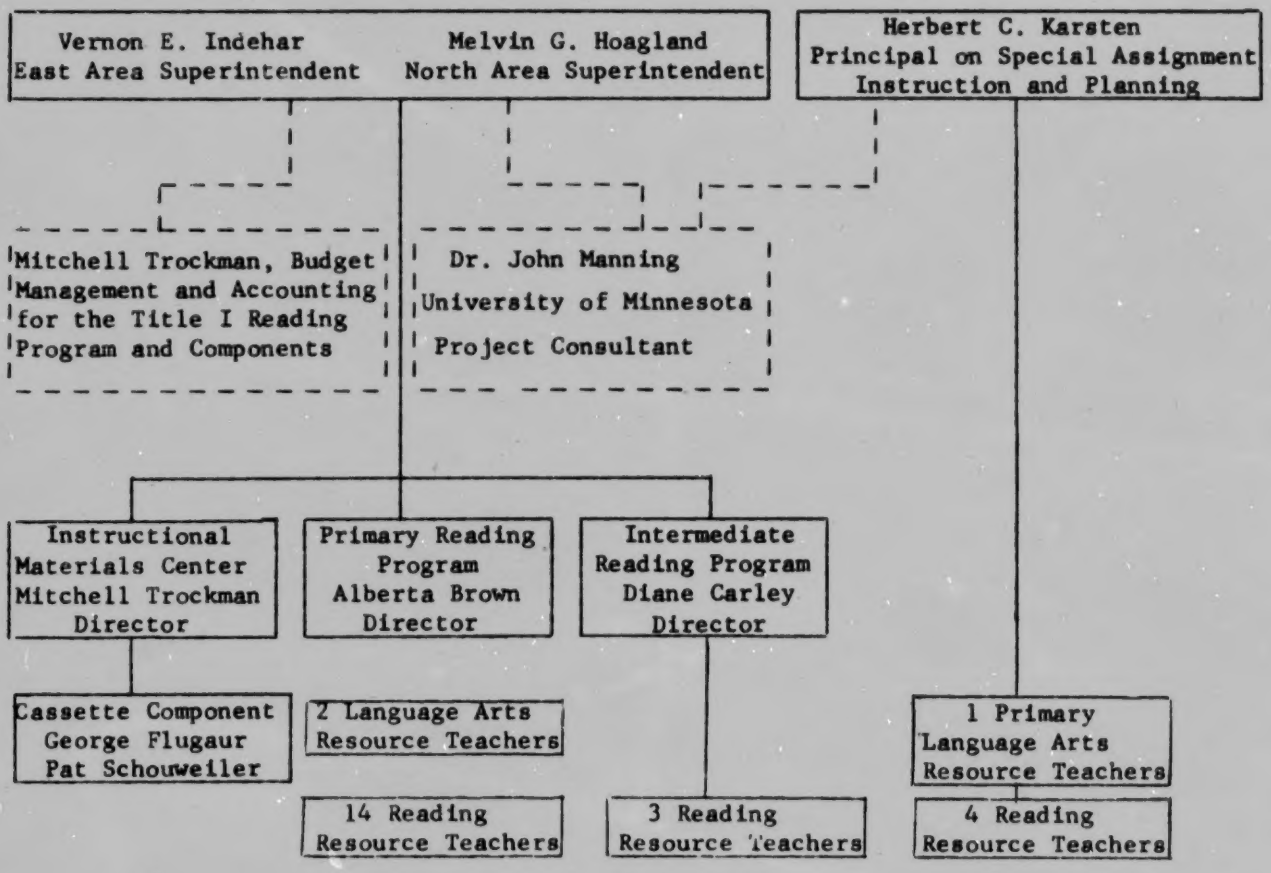
The Combine Component, another facet of the Title I Reading Program, involves the training of selected classroom teachers (Combine Interns) for reading leadership roles. This training is accomplished during the school day in Title I classrooms through planned educational experiences with classroom teachers and children. The personnel selected for the program also pursue graduate work in reading at the University of Minnesota.

Additional instructional services are provided to Title I children by three classes of undergraduate students enrolled in reading courses. Supervised by Resource Teachers, these students tutor individual children and small groups who are in the greatest need of remedial help.

In the fall of 1970, the Reading Specialist, North and South Pyramid Reading Resource Teachers, and the Combine Interns formed a reading team whose duties were to: assist Target Area teachers in testing, grouping, and diagnosing students; demonstrate teaching techniques; help teachers prepare materials; and generally, offer faculty in-service training.

The Title I Reading Program's writing team began functioning in the spring

This year's Title I Reading Program report differs somewhat from other Project Director reports in that it incorporates all aspects of a wide-ranging program that is not under the immediate direction of a single person. Therefore, an organizational chart is included to more clearly illustrate the leadership roles in the Title I Reading Program.



of 1970. Its first project was the creation of a summer school program which would maintain and reinforce skills learned during the school year. The team continues to function as an extremely productive group. A great percentage of the materials produced in the IMC are a result of this team's efforts.

The Intermediate Component of the Title I Reading Program came into existence in January 1972 as an outgrowth of the Title I Primary Reading Program. Its goal is the extension of reading services, similar to those offered in the primary program, to the intermediate grade Title I pupil population. These services include the development of supplementary reading materials for readers having low achievement levels, in-service education for teachers on an areawide and individual school basis, and the provision of resource teachers to aid classroom teachers through demonstration, consultation, and program evaluation. The need for an intermediate grade reading program was apparent because of the low reading levels of some intermediate grade children. A specific listing of the needs was developed by Alton Greenfield of the University of Minnesota who interned as a reading specialist in the Minneapolis schools. This listing, which is included in the 1971-72 Pyramid's Reading Program Project Directors' Report, outlined, on a priority basis, the specific reading needs of the intermediate grade population.

Budget

In 1972-73, the Title I Reading Program and its components operated on a budget of $427,854, all of which was provided by the federal government under Title I of the Elementary and Secondary Education Act of 1965. The budget breakdown for each component follows.

Primary Reading Team

The Primary Reading Team operated on a budget of $195,710. A substantial portion of these funds, $99,714 (51%) was used to pay the salaries of Combine interns, while a lesser amount, $52,072 (27%) was used for the salaries of other program personnel; $9,000 (5%) was spent on consultant fees; $25,207 (12%) was used for in-service training stipends and salaries. The remaining $9,717 (5%) was spent on transportation, meeting costs and mileage and travel expenses.

Intermediate Reading Team

The Intermediate Reading Team operated on a budget of $96,288. Most of this amount, $88,823 (92%) was for salaries; $6,000 (6%) was spent for in-service training stipends and $1,465 (2%) was used for audio tapes, meeting costs and mileage and travel expenses.

Instructional Materials Center

In 1972-73, the Instructional Materials Center operated on a budget of $135,856. Most of this amount, $103,085 (76%) was used for salaries; $15,783 (12%) was spent on supplies and materials; $12,650 (9%) was used for aide salaries and mileage and travel expenses; and $4,338 (3%) was used for machine maintenance and new equipment.

Parent-Community Involvement

Parents were consulted when the planning for the project began. Through Parent Teachers Associations and Pyramid advisory committees, parents had expressed their desire that improvements be made in the reading program for their children. The Title I Reading Program evolved from this parental concern.

After initial plans for the project were made, much effort was exerted to inform the community about the IMC and its role as part of the total Title I Reading Program.

A publication was written by the reading specialist specifically for distribution to parents of kindergarten children. This booklet described the reading readiness program and suggested games and skill improvements methods the parents could follow. A set of letter flash cards was included in the booklet.

Several groups of parents visited the Center during the year. The visits were organized by the schools and by the staff of the IMC. The feedback from the parents was very positive and encouraging.

Resource teachers have conducted training sessions for parents in several Title I schools during the year, and in some schools, have trained community volunteers to work with children having reading difficulties. These teachers have also made presentations at PTA meetings, participated in open house activities and conducted informational meetings for parents as requested.

Two VISTA volunteers who were assigned to the Instruction Materials Center during 1972-73 planned and implemented intensive training sessions for parents.

The reading specialist, the intermediate coordinator and the IMC director continued to maintain contact with the Title I parent advisory group by making a presentation at a scheduled meeting.

Dissemination and Communications

A booklet entitled Title I Reading Program is available. Sufficient copies have been printed to insure distribution to concerned individuals and agencies. Copies have been offered to schools for use with PTA and other community groups.

More than 2000 visitors toured the IMC during the year. Delegations from several of the major school systems in the United States learned about all aspects of the Reading Program and IMC operation.

The staff has helped other school systems, including those of St. Paul, Chicago, Las Vegas, and Wayne, Michigan, to replicate parts of the Minneapolis

reading program in their communities.

The IMC director has prepared a slide sequence that has been used to inform educators, interested parents and community residents.

A booklet of suggestions on reading activities was prepared for parents by the Resource Teachers. The activities included ideas for reinforcing vocabulary, concepts and basic skills. A detailed description of the services provided by the Reading Team written by Peg O'Shaughnessy is available.

The United States Office of Education, Compensatory Education Division, published a report on the Minneapolis Title I Reading Program in the summer of 1972 entitled A Title I ESEA Case Study: The Pyramids' Reading Program. The Minneapolis program was the only compensatory reading program in the country chosen for a case study.

For details about instructional aspects of the reading program, contact either Dr. Lawrence Moon, Director of Planning, Development and Federal Programs, Tel. 348-6147 or Mitchell Trockman, Tel. 348-4062. The area code for both numbers is 612.

The following three sections will discuss certain aspects of each of the three major components of the Title I Reading Program. The first section presents information about the Primary Reading Program.

Primary Reading Program

Personnel

A reading specialist, Alberta Brown, was contracted to help implement the Title I Reading Program. She had coordinated a similar, but smaller scale operation, in Clovis, California, and had been a classroom teacher at several levels, a curriculum coordinator, an elementary principal, student teacher supervisor, college instructor, and author of reading materials.

Her responsibilities included supervising instructional aspects of the program, coordinating staff development and workshops, visiting classrooms,

demonstrating techniques and materials to teachers during the school day, writing and developing instructional materials needed by teachers, coordinating teams of teachers in writing new materials, and developing materials for the Summer School Reading Program in the Target Area schools of Minneapolis.

An initial assignment performed by the reading specialist was to act as a consultant to a large committee of teachers who were working on the adoption of reading materials for children in grades 4, 5, and 6. The reading specialist also worked with the IMC project director in establishing production priorities.

Objectives and Results

The overall goal of the Title I Reading Program, which includes the Combine and the IMC, is to improve the reading skills of educationally disadvantaged children.

The Reading Program has provided many services and materials for Title I teachers and eligible pupils. The overall evaluation of services has been good.

Principals in Target Area schools, as well as advisory groups, have designated the Reading Program as a priority item. This would seem to indicate the importance placed upon the services of the Reading Task Force and the IMC.

There has been an enthusiastic response to the new Rebus/Mini Modified Program. The program was used by the majority of the first grades.

The Title I Reading Program has received national recognition:

- A report on the Title I Reading Program was presented at the International Reading Association in May 1972.
- The United States Office of Education published a case study of the program that was widely disseminated throughout the U.S.
- The program was listed in the Federal Aid Planner as an "outstanding and exemplary program in reading."

- The A.B. Dick Company printed a case history in its nationally disseminated educational services bulletin entitled "Minneapolis Builds Pyramid for Better Understanding."
- At the International Reading Association, the Committee on Reading for the Disadvantaged requested information for use in preparing a report on outstanding reading programs for the disadvantaged.

Objective I

To provide help to teachers and Title I pupils through the assistance of teams of Reading Task Force personnel who would assist in: testing, grouping, and diagnosing students; demonstrating teaching techniques, preparing materials, and providing faculty in-service training.

Results:

A survey of teachers in 22 of the Title I schools serviced by the Reading Task Force showed high regard for the program. Teachers indicated they had received help in the following areas:

- Grouping and placement
- Testing
- Vocabulary Instruction
- Phrase Reading/Fluency
- Oral Reading for Diagnosis
- Specific Skill Lessons
- Comprehension
- Independent Activities
- Reinforcement (Games, etc.)
- Language Experience
- Materials Organization

. Materials Preparation

. Diagnosis of Reading Difficulties

Objective II

To use tests to check skills at the end of each basal reader, so teachers are aware of, and can correct, any deficiencies.

Results:

Tests have been completed for the Basal Reading Program through the fourth grade. All pupils completing these books have been tested, and indications are that teachers are using the results to do reinforcement work.

Objective III

To make periodic surveys of pupil placement in ABC Readers as an indication of general pupil progress and as a means whereby Reading Task Force Teams can find trouble spots and render assistance.

Results:

Surveys have been made in every school periodically throughout the year. Indications are that, in general, pupils are being paced better, and more students are moving into higher levels of materials.

Objective IV

To administer a vocabulary and comprehension test in September 1972 to all second graders, and compare the results with the test scores of second graders who took the same test in September 1971, to see what gains were made in the two years at grade one.

Results:

The test was administered in September 1972. The total evaluation has not been completed.

Objective V

To offer in-service training to teachers in areas of need.

Results:

In-service training that was offered included:

- A course with Dr. Manning for primary teachers in Title I schools.
- An all day pre-Fall workshop for first and second grade teachers using the Rebus/Modified Program and four follow-up in-services held throughout the year.
- Five in-service sessions conducted for kindergarten teachers.
- A one day workshop for kindergarten teachers on the Kindergarten Language Program.
- A one day Game and Idea Workshop for primary teachers.
- An in-service session on the use of the Peabody Kit presented to the Reading Team.
- A summer school workshop for Resource Teachers in Title I schools.

Objective VI

To disseminate information about the Title I Reading program.

Results:

The Reading Task Force has done a great deal in the way of dissemination of information locally and nationally. These efforts included:

- Talks to parent groups.
- Setting up displays for parents' nights.
- Conducting tours of groups of teachers, students, administrators, coordinators, consultants, etc. through the IMC Center, and into classrooms for observations.
- Presenting the Reading Program to the Title I Parent Advisory Group.

. Providing in-service training for WISE (Women in Service to Education) volumteers and teacher aides in the Title I schools.

Objective VII

To establish rapport between the Reading Task Force and Resource Teachers in buildings so that cooperation and coordination in the Reading Program will be better.

Results:

Several meetings have been held this year. Those Resource Teachers attending have liked the idea, and felt such meetings did help and could result in the stated objectives being met.

Objective VIII

To write materials to supplement, reinforce and supplant existing materials for Title I pupils and to revise existing materials when necessary.

Results:

Many projects have been completed and are in use; others have been completed and will be used during the summer and/or during the next school year. They include:

. Expansion of Kindergarten Language Program to include 12 phonology and six syntax lessons.
. Kindergarten materials reinforcing shapes, colors, and rhyming.
. Revision and modification of the Rebus/Modified Program.
. A Language Master Program to correlate with Modified Pre-Primer Program.
. Supplementary materials (taped stories at Level D, 12 supplementary books at E, skillsheets for E).
. Completion of end of book tests from pre-primer through 4th grade.

- Completion of the Methods Bank Program.
- Comprehension strategies activities including areas of Cause and Effect, Main Idea and Details.
- Completion of activities built in a sequence of difficulty which are geared to re-teaching skills tested at each level.

Objective IX

To use Combine Interns to supervise University of Minnesota undergraduates to tutor, individually and in groups, Title I identified pupils who have been designated as those in greatest need of help.

Results:

In 1972-73, 120 University students participated each quarter.

Recommendations

Recommendations for the Primary Reading Program are to:

- Shift the emphasis from large size in-service classes to individual or small groups of teachers through the use of video tape sessions. Video tapes covering many aspects of the reading program from organization to techniques of teaching have already been made.
- Encourage teachers to take a refresher course using video tapes and the Methods Bank.
- Increase the involvement of teacher aides in training opportunities.
- Use teacher aides to help coordinate reading material storage and distribution within each building for more efficiency and less waste of aide and teacher time.

. Put a greater emphasis on reading comprehension.

. Explore other areas of the Language Arts Curriculum i.e. Oral Language, Language Experiences, and Literature.

Intermediate Reading Program

Personnel

The Intermediate Reading Program was staffed by a coordinator and four resource teachers, two of whom were assigned to the project after the 1972-73 school year began. They demonstrated teaching techniques, assisted teachers in testing, grouping and diagnosis, prepared materials and provided in-service training. Seven classroom and resource teachers created supplementary materials. They spent a maximum of four hours per week beyond the defined school day in this task, and were selected because of previous writing experience and interest in this type of activity.

Training

From January to March 1973, a ten-week course covering materials and teaching techniques was taught by Dr. John Manning, with the assistance of the intermediate reading coordinator and resource teachers, to sixty-nine teachers. Dr. Manning also taught two courses of two sessions each on some specific reading problems to 150 teachers in November and December. All courses were offered after defined school hours, and the teachers received stipends for attending.

Objectives and Results

The Title I Intermediate Grades Reading Program functions as an extension of the Primary Reading Program to provide older Title I pupils with the same types of services rendered by the Primary Reading Program, which include:

- Provision of new and/or modified instructional materials suited to the needs of these particular pupils.
- Provision of in-service education for teachers by a team of resource teachers, through classes, classroom demonstration, and consultation with teachers.
- Provision of in-service training for aides who work with these pupils.
- Continuing diagnosis of specific needs of these pupils.

The seven-member writing team has developed many additional materials to aid in the remediation of students' skill deficiencies. These materials and teaching techniques were shown to classroom teachers by the intermediate coordinator and resource teachers.

Thirty-five aides participated in a ten-week course taught by the intermediate coordinator with help from the resource teachers. This course covered available materials and appropriate techniques for aides to use in working with older children having difficulties in reading. This same kind of assistance was offered to small groups of aides in individual schools.

Objective I

To assign four teachers to the project to serve as reading resource teachers of Title I intermediate grades pupils in order to give concentrated classroom help.

Results:

Four resource teachers have been assigned to the project and have begun their work.

Objective II

To develop instructional materials which would aid teachers in the remediation of reading skills deficiencies as listed in the report, Basic Needs of Students.

Results:

Materials have been developed to aid in remediation of deficiencies in such skill areas as word recognition, vocabulary concept development, study skills development and comprehension.

Objective III

To enlist the services of the Instructional Materials Center to reproduce and disseminate the materials developed by the writing team.

Results:

The IMC has been, and is presently, producing and disseminating the materials which have been completed.

Objective IV

To provide in-service training for intermediate grade teachers.

Results:

In-service training was provided through a class offered by Dr. John Manning of the University of Minnesota, a two-session class on specific skill areas and numerous meetings within individual buildings.

Objective V

To provide in-service training to acquaint aides with the materials and their role in the use of these materials.

Results:

A course of this type was offered in the spring of 1973.

Objective VI

To increase dissemination of information about the program to keep the community informed.

Results:

The coordinator and the resource teacher presented the program to the Title I parents group and some PTA groups. Various community groups were directly involved in helping to assemble some of the material for their own student populations.

Performance Objectives

I. Fifty percent of Title I pupils in the intermediate grades who are served by the program, and who have been in the Title I Reading Program for the past two years with at least an 85 percent attendance rate, will progress one month in reading ability as measured by the Gates-MacGinitie Reading Test for every month they are in the program.

II. Eighty percent of the Title I pupils in the intermediate grades who are served by the program, and who have been in the Title I Reading Program for the past two years with at least an 85 percent attendance rate, will progress at least 7 months in reading ability, as measured by the Gates-MacGintie Reading Test for a nine month stay in the program.

III. No Title I pupils in the intermediate grades who are served by the program and who have been in the Title I Reading Program for the past two years with at least an 85 percent attendance rate, will fail to make at least a 3 month gain in reading ability, as measured by the Gates-MacGinitie Reading Test for a nine month stay in the program.

Recommendations

Recommendations for the Intermediate Reading Program are to:

. Continue diagnosis of pupils' needs and provision of teacher written materials to suit the needs of Title I pupils.

- Continue in-service training of teachers in short-term sessions aimed at building skill in specific techniques.
- Continue in-service training of aides to inform them about new materials and their uses.
- Continue coordination with the primary component to assure continuity in the total program.
- Continue dissemination of information about the program to keep the community informed about the project.
- Concentrate writing efforts toward the creation of materials in the area of comprehension, as requested by intermediate grade teachers in the spring of 1973.

Instructional Materials Center

Personnel

The initial IMC staff for the 1969-1970 year included: Mitchell Trockman, an assistant elementary principal on special assignment, as project director; a clerk-typist and an offset press operator. Mr. Trockman had been a teacher, an assistant principal, and had performed several miscellaneous administrative functions during previous school years. He had an extensive background in graphic arts, equipment procurement and operation.

The director was charged with the responsibility for administrating and coordinating the Instructional Materials Center. His responsiblilities included: writing specifications for equipment and supplies, coordinating remodeling of physical facilities, training clerical employees in operations of graphic art equipment, setting project priorities, establishing production schedules, preparing projected budgets and monitoring spending within assigned dollar amounts. Another responsibility of the director was coordinating the production

of the IMC with the needs of the reading specialist in the area of staff development, research and development of new materials.

Among the responsibilities assigned to the clerk-typist were the tasks of being receptionist, and handling correspondence, payroll and supplies. Under the supervision of the director and reading specialist, the clerk-typist also prepared press-ready copy using various types of graphic art equipment such as a photo-type composing machine. The clerk-typist assisted in filling orders for materials from teachers and kept a detailed inventory of all materials placed in classrooms.

The offset press operator operated the printing and binding equipment, assisted in shipping prepared materials, maintained an inventory of raw materials, and trained several Neighborhood Youth Corps members in the operation of an offset print press.

Assistance also was rendered by Neighborhood Youth Corps members and other teachers and clerical people assigned on a temporary basis for short periods of time.

Each staff member had special qualifications and training which allowed an immediate start-up of the Instructional Materials Center without the need for them to train or "break-in."

The clerk-typist brought to the project many years of clerical experience and rapidly became proficient in the operation of new types of equipment.

The offset press operator had formal training and was experienced in the operation of high speed printing presses and miscellaneous binding and graphic art equipment.

Both the clerk-typist and the offset press operator positions were difficult to fill. These positions were established above the normal entry level and hence required fully experienced employees rather than trainees.

During 1970-71 the IMC staff was increased by the addition of another clerk-typist and a part-time duplicating machine operator.

Staffing of the IMC was increased during the 1972 fiscal year to: two duplicating machine operators and three clerk-typists. Additionally, two clerk-typists were added during December in order to support the new Intermediate level team. Funding for these two positions was provided by Title I, "Part C" funds.

The 1972-1973 clerical staff included four clerk-typists, one clerk, one account clerk and two duplicating machine operators. Two professional staff members, an audio-visual supervisor and a cassette resource teacher, became a part of the IMC complex when the federally funded cassette project, formerly the Clinton Cassette Project, became a part of the IMC. The audio-visual supervisor manages the cassette program and related activities and assists the IMC project manager in other unrelated areas. The Cassette Resource teacher writes lessons for cassette tape production and works in Title I schools helping to implement the cassette tape libraries.

Training

A major function of the IMC has been to support teachers who have been trained in specific methodology. Without the intense pre-service and in-service training of teachers and para-professionals that is part of the Title I Reading Program, the IMC would be merely a print shop.

Dr. John Manning of the University of Minnesota teaches the in-service course, which was first offered to 84 teachers during the summer of 1968. Approximately 125 teachers took a similar course during the summer of 1969. One-hundred forty teachers enrolled in the course during Fall 1969, and the same number in Spring 1970. Seventy teachers enrolled in Summer 1970. Parochial

school teachers also participated. Title I funds supported this training program.

The course emphasized practical help for teachers. Course instructors taught demonstration lessons to children selected by participating teachers from their own classrooms. Four broad areas were covered:

1. Effective initial instruction in reading for disadvantaged boys and girls;
2. Practical classroom methods for diagnosing reading disabilities;
3. Classroom methods and materials for treating specific reading difficulties;
4. General principles and classroom methods of helping children with severe reading disabilities.

Materials development has been one of the most important aspects of the course. A whole range of materials has been designed to teach each reading skill. For children who do not learn best with auditory aids, there were many materials which utilized a child's visual and tactile senses. Teachers took an active role in constructing materials during the course.

During 1971-1972, the DMC logistically supported staff development sessions held prior to the fall term and during the school year. Training sessions ranged from individualized meetings to sessions attended by more than 140 teachers.

During the 1972-1973 school year, a methods bank consisting of cassette and video tapes was produced to enhance individual and small group training of new teachers and teachers new to the reading program used in Title I schools.

Project Operations

Materials Production

None of the materials produced by the IMC are available from commerical publishers. All materials produced are original and are copyrighted by the Minneapolis Public Schools. A basic rationale for the inception of the IMC was the need for materials tailored to the specific needs of disadvantaged readers in Minneapolis Target Area schools. Teachers and the reading specialist work together to design most materials.

The Center has produced a wide variety of materials including educational games for kindergarten children, vocabulary cards, phrase cards, color-coded alphabet cards, comprehension games, materials for parents, short stories in colorful booklets, diagnostic materials, and tests. The Center distributes a catalogue to keep teachers informed about what materials are available.

Teachers were not permitted to obtain materials from the Center until they completed the special teacher training course. The Center maintained a detailed inventory of all materials sent to each teacher. This inventory helped guide the Center staff in planning new materials, based on what teachers requested most frequently; as well as simplifying auditing and accounting.

Equipment

To produce the materials, equipment was procured which would allow for an efficient low cost operation. Major items are: an offset press, camera for making plates, processing unit to develop plates, power paper cutter, semi-automatic collator, photo type composing machine. The Center uses other equipment commonly found in a printing operation, such as: a light table, waxer, typewriters, and a padding press. The initial capitalization of equipment was approximately $12,000.

The 1970-1971 budget included funds for some additional equipment that was needed to keep up with the demands for additional materials by the classroom teachers. The additional equipment included: an automatic collator with the capability of gathering and stapeling 35,000 sheets of paper an hour, a roll fed laminator which puts a coating of mylar on items, a stock rack for drying printed materials, additional shelving for storage of finished materials, and a fully automatic electrostatic plate maker which, when delivered, will cut the plate making costs by two-thirds.

During 1972 additional shelving was added to previously purchased shelving. The coordinator of the Intermediate level reading team started to write multiple page supplementary readers. A stitcher-folder attachment for the automatic collator, which allowed for fully automatic production of booklets, was purchased.

Equipment used for recording and duplicating audio-tape lessons includes a sound-proof recording booth, two reel-to-reel recorders, one mixer/amplifier, two turntables, microphones, four high-speed duplicator units, one bulk audio-tape eraser, and two fast cassette tape rewind units.

Facilities

During 1970-1971, the Instructional Materials Center was located in the George J. Gordon Educational Center, 1616 Queen Avenue North. In September 1971, it was moved to the Florence Lehmann Educational Center, 1006 West Lake Street, where the IMC has four times its former floor space.

Between August 1969 and June 1970, about 1,000 square feet was used by the IMC. In June 1970, the space allocation was doubled to help alleviate a serious space problem. The move to the Lehmann Educational Center has provided over 4,000 square feet of production, storage and office space. Plans have been made to remodel these facilities to provide for more efficient working conditions.

Curriculum Development

The past four years has seen the development of many different types of materials for purposes of teaching and reinforcing skills in reading and related language arts.

Developments have included: a Rebus Program to teach structure words with rebuses used as content words; a Modified Pre-Primer program correlating Rebus and American Book Basic vocabulary; and an intermediate step called the Mini Book Transition Program.

Teacher's manuals and ancillary materials are a part of these programs.

End of Book Tests have been completed through the first half of the fourth grade.

The program to teach phonology and syntax in the kindergarten has been revised and expanded.

A listening program for kindergarten based on Whitman's Read Along Stories has been completed.

A second form of the Informal Inventory has been completed.

A Game Handbook covering all games created by the staff has been compiled.

A cassette tape library consisting of 310 audio-tape lessons has been established in each of 40 Minneapolis Title I schools.

Each teacher has received a cassette tape catalog and teacher guides for the various lesson series.

The materials which have been created by the Intermediate Grades Writing Team included consumable eight-page supplementary reading books at the 2^1 and 2^2 reading levels (2^1 refers to the first half of the second grade and 2^2 refers to the second half), games and worksheets to reinforce and/or remediate deficiencies in specific skills at the 1, 2^1, 2^2, and 3^1 reading levels, tape recorded lessons for remediation on specific skills in which deficiencies have been noted, and work cards and word strips for review and/or decoding practice.

Objectives and Results

Objective I

To supply teachers with a variety and quantity of useful instructional materials for specific skills geared to the one basal reading series in use in Title I eligible elementary schools.

Results:

During the 1972-1973 school year about 750 teachers used IMC produced materials; representing nearly a 50% increase from 1971-1972.

Objective II

To produce materials that teachers have designed or learned to use in the Title I Reading Program Teacher Training course.

Results:

The enthusiasm created when the project started has continued. Teachers have remained very active in their use of materials and acceptance of training opportunities.

Objective III

To logistically support the Title I Primary and Intermediate Level Programs.

Results:

Supply, financial, clerical, production, inventory control and personnel functions of the Title I Reading and Math Program were successfully managed during 1972-1973. The curriculum people were relieved of those details not directly related to curriculum matters and were allowed increased time to provide service to Title I eligible children.

Objective IV

To fill requests from classroom teachers for materials with a minimum of delay.

Results:

All incoming requests were filled the same day they were received. A limited number of materials were back ordered. Back orders were filled and shipped the same day the item became available.

Objective V

To produce materials requested by the Primary and Intermediate Reading and Math Team Coordinators.

Results:

All materials which were written and approved for production were quickly placed into the production schedule.

Objective VI

To create a library of cassette tapes that elementary teachers in inner-city schools would consider to be meaningful and useful in the instruction of Title I children.

Results:

Based on a survey of Title I teachers taken in the spring of 1973 the cassette tape lessons are having a positive impact on Title I children. The teachers are enthusiastic about the relevance of the cassette tape lessons, the organization of the cassette tape libraries, and the services provided by the cassette center staff.

Objective VII

To re-evaluate the tape lessons and revise those that need revision, so as to continually upgrade the cassette tape lessons that are being established in the cassette tape libraries in all Minneapolis Title I schools.

Results:

Sufficient progress has been made so that in September 1973 we will provide 310 complete cassette tape lessons, properly boxed, labeled and ready for use for each of the 40 Title I schools in Minneapolis. During the 1973-74 school year, we plan to add an additional 100 cassette tape lessons to each cassette tape library.

Objective VIII

To get the cassette tape lessons into daily use for Title I children in the classrooms at all Minneapolis Title I schools and in the homes of Title I children.

Results:

The students have come to accept the project as a stimulating facet of their school program; they look forward to using the cassette recorders in class and have been particularly excited about the opportunity to take the recorders and/or cassette lessons home overnight. The response from parents has been positive--they are becoming proud of their children's school.

Recommendations

Recommendations for the IMC program are to:

- Put increased emphasis on thoroughly familiarizing teachers with the instructional materials available to them for use with Title I children.
- Put increased emphasis on training teachers in the use of cassette tapes and listening table techniques that will result in improving the academic achievement of Title I children.
- Put an increased emphasis on the importance of teachers prescribing the proper instructional materials to each Title I child.
- Employ a graphic artist to replace contracted artists.
- Purchase theft proof storage cabinets to protect pilferable equipment.
- Install security and vandalism detection equipment.
- Change the audio-visual supervisor position from 38 weeks to 48 weeks. The tasks undertaken during the summer months are necessary to maintain a high level of curriculum development, production and service.

Minneapolis
Public
Schools

Instructional
Materials
Center

Classroom Teachers' Catalogue

January
1975

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Special School District No. 1
MINNEAPOLIS PUBLIC SCHOOLS
Minneapolis, Minnesota 55413

An Equal Opportunity Employer

In an effort to better serve the teachers and children who use IMC materials, the complete inventory of reading materials is being placed on the computerized inventory system. The new system will aid you in two ways. First, it will allow us to locate any item in the inventory in a relatively short period of time. This, of course, should improve the time in which it takes us to fill orders. Second, it also gives us a control over quantities on hand, thus assuring you availability of items at all times. As the system progresses, we hope to hear from you concerning improvements you feel would better serve you.

You, as users, will need to make a few minor adjustments in the method in which you order items. The catalog will be basically the same. The Primary and Intermediate Catalogs have been merged to form one new consolidated catalog. The "P" at the end of the description indicates a material used only for Primary. The "I" denotes Intermediate material. "P and I" together is indicative of multi-use items.

Preceding the description is an "item number" (46-XXXX) which is assigned to that item. This number is the same type used in the standard inventory system to order educational supplies. Each item in our catalog will have a number.

Next is the "unit of measure". It is important that you understand the exact meaning of this unit. For example, a unit of measure may be a "pad" or "ea" or "kit". The terms are not interchangeable and the exact abbreviation must be used. If in doubt as to the exact definition of unit name, call the IMC for an explanation. (Phone: 348-4062)

Orders will be placed on a new form (the enclosed Z-Requisition), which is similar to the standard G-Requisition. Additional Z-Requisition forms are available from the IMC upon request. Teachers will fill out their name, grade, school and date in the upper portion of the Z-Requisition. The rest of the upper part of the form will be filled out by IMC personnel. Z-REQUISITIONS MUST BE SENT DIRECTLY TO THE IMC, LEHMANN CENTER. The "Item Number" will be written in the column at the left side of the form. This is followed by a description of the item. Enter the capitalized portion of the description shown in the catalog in the "Article" column. Next enter the "Quantity" requested, followed by "Unit of Measure". All of this information is printed in the catalog, following the item description. All columns must be completed before the order will be filled.

Minneapolis Public Schools

Instructional Materials Center

Room 433 Lehmann Educational Center 1006 West Lake Street

Telephone: 348-4062

Z - _____
(Leave above space blank)
CC 2,-32

TYPE or PRESS HARD using ball point pen
Send all THREE copies directly to IMC, LEHMANN CENTER.

NAME Sidney Smith GRADE Kgn.

SCHOOL Adams DATE 1-9-75

LEAVE BLANK – IMC USE ONLY

ORDER RECEIVED _____ OK'D BY _____

CHECK IF PICKED UP _____ SHIPPED BY _____

ACCOUNT CODE 1--501--084-- (ORG.) --999 CC 1-14 CC 15-16 DATE _____ CC 38-43 (MMDDYY)

ITEM NO. CC 44-49	ARTICLE	QUANTITY CC 50-56	UNIT OF MEASURE CC 57-59	(Leave Blank)
46-0025	Rebus Manual	1	ea	
46-0010	Game Book Primary	1	ea	
46-0124	Rebus Test Kit	1	Kit	
(Leave Blank) 46-T735 (1-75)	TOTALS			

Specimen

All three copies of the completed form are then sent to the IMC. Your order will be returned with a copy of the requisition. The returned copy of the requisition will note non-available items, and the user must reorder these items at a later date.

Orders phoned in will be transfered to the requisition by IMC personnel and a copy will be included when the order is shipped. However, a completed requisition from you ensures immediate and accurate completion of your order. Phoned in orders should be limited to situations in which noraml processing time is not adequate.

Call the IMC at any time questions arise concerning the new ordering process. Phone: 348-4062

TITLE I READING PROGRAM

INSTRUCTIONAL MATERIALS CENTER
Minneapolis Public Schools
Lehmann Educational Center
Room 433
1006 West Lake Street

Telephone: 348-4062

CLASSROOM TEACHER CATALOGUE

JANUARY 1975

ITEM NUMBER	ARTICLE	UNIT OF MEASURE
	MANUALS	
46-0001	ESSENTIAL INITIAL READING INSTRUCTION (K-MANUAL). Manual for teaching letter Readiness Program in Kindergarten and First Grade. P	Ea
46-0004	TEACHER'S DIGEST. A manual for use with ABC materials. Includes instructions for teaching all elements of the Basic Instructional Sequence. P & I	Ea
46-0007	INSTRUCTIONAL INDEX REBUS THRU LEVEL J. A reference of materials and ideas for teaching skills from Rebus through Joys and Journeys. One set per teacher. P & I	Ea
46-0010	GAME BOOK (PRIMARY). A manual for use with primary games and materials produced by the IMC. Gives purpose of material, assembling procedures, variations, and catalogue description. P	Ea
46-0013	GAME BOOK (INTERMEDIATE). A manual for use with intermediate games and materials produced by the IMC. Gives purpose of material, assembling procedures, variations, and catalogue description. I	Ea
46-0016	PRIMARY TELL-A-TALE SERIES MANUAL (SET 1) INCLUDES MASTERS. Teacher's Manual to a-company Cassette Tape Program. Kindergarten, grade 1 only. Includes Gingerbread Boy, Three Little Bears, Woody Woodpecker, etc. P	Ea
46-0019	PRIMARY TELL-A-TALE SERIES (SET 2) INCLUDES MASTERS. Teacher's Manual to accompany Cassette Tape Program. Kindergarten, grade 1 only. Includes The Three Little Pigs, Pinocchio, Roundabout Train, etc. P	Ea
46-0022	MINI BOOK MANUAL. A manual for use in teaching the Mini Transition Program. P	Ea
46-0025	REBUS MANUAL. A manual for use in teaching the Rebus Program. Instructions for teaching the program is given in detail. The package also includes games and posters outlined in the manual. P	Ea
46-0028	MODIFIED PRE-PRIMER MANUAL LEVEL A. Manual for use with Pre-Primer A. P	Ea
46-0031	MODIFIED PRE-PRIMER MANUAL LEVEL B. Manual for use with Pre-Primer B. P	Ea
46-0034	MODIFIED PRE-PRIMER MANUAL LEVEL C. Manual for use with Pre-Primer C. P	Ea
46-0037	MODIFIED PRE-PRIMER MANUAL LEVEL D. Manual for use with Pre-Primer D. P	Ea
46-0040	TEACHER GUIDE TO LITTLE BOOKS LEVEL E. Manual. P & I	Ea
46-0043	TEACHER GUIDE TO LITTLE BOOKS LEVEL F. Manual. I	Ea
46-0046	TEACHER GUIDE TO LITTLE BOOKS LEVEL G. Manual. I	Ea
46-0049	TEACHER GUIDE TO LITTLE BOOKS LEVEL H. Manual. I	Ea
46-0052	JOYS AND JOURNEYS MANUAL SET 1. Instructional manual to supplement concepts and skills taught in Joys and Journeys. Set 1: Selections 1-18. I	Ea
46-0054	JOYS AND JOURNEYS MANUAL SET 2. Instructional manual to supplement concepts and skills taught in Joys and Journeys. Set 2: Selections 19-36. I	Ea
46-0057	INSTRUCTIONAL OBJECTIVES. Correlates Skills Sequence with American Book. P & I	Ea

P = Primary
I = Intermediate

ITEM NUMBER	ARTICLE	UNIT OF MEASURE

MANUALS (cont.)

46-0060	ORAL READING FOR DIAGNOSIS BOOK PRIMARY LEVEL. To be used to record errors during Oral Reading for Diagnosis. Book set up with individual sheets for each pupil with some replacement pages. (Primary) P	Ea
46-0063	ORAL READING FOR DIAGNOSIS BOOK INTERMEDIATE LEVEL. To be used to record errors during Oral Reading for Diagnosis. Book set up with individual sheets for each pupil with some replacement pages. (Intermediate) I	Ea

TESTS

46-0101	LETTER READINESS TEST KIT. Tests to be used in assessing skills in the Visual Auditory Letter Readiness Program. P	Ea
46-0104	LETTER READINESS TEST KIT REFILL PAD LEVEL 1. Direct Matching of U.C. and L.C. letters. P	Pad
46-0107	LETTER READINESS TEST KIT REFILL PAD LEVEL 2. Ability to recognize letters named (U.C. and L.C.). P	Pad
46-0110	LETTER READINESS TEST KIT REFILL PAD LEVEL 3. Ability to name letters (U.C. and L.C.). P	Pad
46-0112	LETTER READINESS TEST KIT REFILL PAD LEVEL 4. Ability to relate U.C. letters to L.C. P	Pad
46-0113	LETTER READINESS TEST KIT REFILL PAD LEVEL 5. Ability to relate phoneme/grapheme. P	Pad
46-0115	INFORMAL READING INVENTORY KIT FORM 1. For placement of children in American Book Company Series, Levels A through L. Kit consists of oral reading paragraphs, instruction sheet, and a pad of 36 Student Record Sheets. Either form may be used for placement. Form 1 - Red cover. P & I	Kit
46-0116	INFORMAL READING INVENTORY KIT FORM 2. Description same as above. Form 2 - Yellow cover. P & I	Kit
46-0118	INFORMAL READING INVENTORY RECORD SHEETS FORM 1. P & I	Pad
46-0119	INFORMAL READING INVENTORY RECORD SHEETS FORM 2. P & I	Pad
46-0121	MODIFIED INFORMAL INVENTORY KIT. For placement of children in Rebus/Modified Program. Kit consists of a set of 6 Modified Books, directions, and Student Recording Sheets. P	Kit
46-0124	REBUS TEST KIT. Test Kit for determining readiness of children for Rebus Reading. P	Kit
46-0127	END OF BOOK REBUS TEST. Test to be administered at the completion of Rebus Program to check for mastery of 16 structure words and skills. P	Ea
46-0130	MANUAL FOR REBUS TEST. Directions for administering End of Rebus Test. P	Ea
46-0133	ABC END OF BOOK TEST MANUALS LEVEL A. Directions for administering end of book tests.	Ea
46-0136	END OF BOOK TESTS ABC LEVEL A. Tests can be administered when a student is midway through the book and at the end of the book to determine mastery of vocabulary and skills. Packaged in sets of 10.	Ea
46-0139	END OF BOOK TESTS ABC LEVEL B. (See 46-0136 for explanation.)	Ea
46-0142	ABC END OF BOOK TEST MANUALS LEVEL B. Directions for administering end of book test - Level B.	Ea
46-0145	ABC END OF BOOK TEST MANUALS LEVEL C. Directions for administering end of book test - Level C.	Ea
46-0147	END OF BOOK TESTS ABC LEVEL C. (See 46-0136 for explanation.)	Ea
46-0150	END OF BOOK TESTS ABC LEVEL D-1. (See 46-0136 for explanation.)	Ea
46-0153	ABC END OF BOOK TEST MANUALS LEVEL D-1. Directions for administering end of book test - Level D-1.	Ea

ITEM NUMBER	ARTICLE	UNIT OF MEASURE

TESTS (cont.)

46-0156	END OF BOOK TESTS ABC LEVEL D-2. Tests can be administered when a student is midway through the book and at the end of the book to determine mastery of vocabulary and skills. Packaged in sets of 10. P & I	Ea
46-0159	ABC END OF BOOK TEST MANUALS LEVEL D-2. Directions for administering end of book test - Level D-2. P & I	Ea
46-0162	END OF BOOK TESTS ABC LEVEL E-1. (See 46-0156 for explanation.) P & I	Ea
46-0165	ABC END OF BOOK TEST MANUALS LEVEL E-1. Directions for administering end of book test - Level E-1. P & I	Ea
46-0168	END OF BOOK TESTS ABC LEVEL E-2. (See 46-0156 for explanation.) P & I	Ea
46-0171	ABC END OF BOOK TEST MANUALS LEVEL E-2. Directions for administering end of book test - Level E-2. P & I	Ea
46-0174	END OF BOOK TESTS ABC LEVEL F-1. (See 46-0156 for explanation.) P & I	Ea
46-0177	ABC END OF BOOK TEST MANUALS LEVEL F-1. Directions for administering end of book test - Level F-1. P & I	Ea
46-0180	END OF BOOK TESTS ABC LEVEL F-2. (See 46-0156 for explanation.) P & I	Ea
46-0183	ABC END OF BOOK TEST MANUALS LEVEL F-2. Directions for administering end of book test - Level F-2. P & I	Ea
46-0186	END OF BOOK TESTS ABC LEVEL G-1. (See 46-0156 for explanation.) P & I	Ea
46-0189	ABC END OF BOOK TEST MANUALS LEVEL G-1. Directions for administering end of book test - Level G-1. P & I	Ea
46-0192	END OF BOOK TESTS ABC LEVEL G-2. (See 46-0156 for explanation.) P & I	Ea
46-0195	ABC END OF BOOK TEST MANUALS LEVEL G-2. Directions for administering end of book test - Level G-2. P & I	Ea
46-0198	END OF BOOK TEST ABC LEVEL H-1. (See 46-0156 for explanation.) P & I	Ea
46-0201	ABC END OF BOOK TEST MANUALS LEVEL H-1. Directions for administering end of book test - Level H-1. P & I	Ea
46-0204	END OF BOOK TESTS ABC LEVEL H-2. (See 46-0156 for explanation.) P & I	Ea
46-0207	ABC END OF BOOK TEST MANUALS LEVEL H-2. Directions for administering end of book test - Level H-2. P & I	Ea
46-0210	END OF BOOK TESTS ABC LEVEL I-1. (See 46-0156 for explanation.) I	Ea
46-0213	ABC END OF BOOK TEST MANUALS LEVEL I-1. Directions for administering end of book test - Level I-1. I	Ea
46-0216	END OF BOOK TESTS ABC LEVEL I-2. (See 46-0156 for explanation.) I	Ea
46-0219	ABC END OF BOOK TEST MANUALS LEVEL I-2. Directions for administering end of book test - Level I-2. I	Ea
46-0222	END OF BOOK TESTS ABC LEVEL J-1. (See 46-0156 for explanation.) I	Ea
46-0225	ABC END OF BOOK TEST MANUALS LEVEL J-1. Directions for administering end of book test - Level J-1. I	Ea
46-0228	END OF BOOK TESTS ABC LEVEL J-2. (See 46-0156 for explanation.) I	Ea
45-0231	ABC END OF BOOK TEST MANUALS LEVEL J-2. Directions for administering end of book test - Level J-2. I	Ea
46-0234	MODIFIED INFORMAL INVENTORY KIT STUDENT RECORDING SHEETS. Replacement pads. P	Pad

ITEM NUMBER	ARTICLE	UNIT OF MEASURE

READINESS MATERIALS

46-0351	LETTER, NUMERAL AND COLOR WORD FLASH CARDS. Teacher flash cards for instruction of letters, numbers, and color words. P	Set
46-0354	ALPHABET LETTER CARDS. Each card has the upper and lower case letters printed on it. These cards may be used in Concentration or other activities to practice letter knowledge. P	Set
46-0357	FISH BOWL SET OF TEN. Attach fish bowl pattern with acetate to make an attractive fish bowl into which children can put their catch. Use letter fish, or blank fish to use with colors, color words, etc. Grades K and 1 only. only. P	Set
46-0360	ALPHABET DIAL WITH SPINNER. Dials are color-keyed and include U.C. and L.C. letters for each of the five sequences, and 26 Letter Dials made for the total alphabet. Dials are to be used for multi-response activities. Primary grades only. P	Set
46-0363	ALPHABET FISH DIE CUT FOR EASY USE. Fish to be used to reinforce letter names. Kdgn.-1-2 only. P	Set
46-0366	ALPHABET MULTIPLE-RESPONSE CARDS. Flash cards, 1 3/8" x 3 1/2", with upper case on one side and lower case on opposite side. Cards are color-keyed to letter knowledge sequence. Each set has enough materials for 10 children. Kdgn.-1-2 only. P	Set
46-0369	CAT GAME. A game used to strengthen letter knowledge. Includes four parts, which should be mounted on 18" x 24" tagboard and laminated so letters or words may be printed in spaces with erasable ink. A spinner dial and some type of movers for children to use are required. One game per classroom. Kdgn.-1 only. P	Ea
46-0372	CLOWN GAME. A multi-purpose game that consists of four parts which must be cut and mounted on a large piece of tagboard. Clown's head is supplied. Feet and hands need to be added. Material for sturdy pockets on clown's costume, and pictures and letters are required. One game per classroom. Kdgn.-1 only. P	Ea
46-0375	DOT-TO-DOT GAME. Set of picture outlines with numbers. Brads are to be inserted at numbers to form a path for threading yarn to complete picture. Materials to assemble included except yarn. Kdgn. only. P	Set
46-0378	KINDERGARTEN POCKET CHARTS. Pockets printed to assemble. Two pockets, 1¼" x 11" long. Excellent for use in manipulating Letter Response Cards to direction. Ten per set. Kdgn.-1 only. P	Set
46-0381	MOTHER GOOSE CHARTS SET 1. Mother Goose Rhymes are printed in four sections. When assembled they form an 18" x 22" chart for room display and use. Directions for use included. K-1-2 only. Order one set. P "Peter, Peter, Pumpkin Eater" "Little Miss Muffet" "This Little Pig Went to Market" "Ring Around a Rosie" "Jack Be Nimble" "1, 2, Buckle my Shoe" "Polly, Put the Kettle On"	Set
46-0384	MOTHER GOOSE CHARTS SET 2. (See 46-0381 for explanation.) P "Daffy-Down-Dilly" "Oh, Dear! What Can the Matter Be?" "Diddle, Diddle, Dumpling" "Rain, Rain, go away" "Little Jack Horner" "Hickory-dickory Dock!" "Little Bo-Peep"	Set
46-0387	MOTHER GOOSE CHARTS SET 3. (See 46-0381 for explanation.) P "Twinkle, Twinkle, Little Star" "Smiling Girls, Rosy Boys" "There was a Bee" "Little Boy Blue" "Handy Spandy, Jack-a-Dandy" "London Bridge is falling down" "To Market, to Market"	Set
46-0390	GARAGE BLOCKS. Block printed in five colors in shape of a garage. May be used in teaching color and concepts, such as: in, on, behind, left, and right, etc. Sets of 10. Kdgn.-1 only. P	Set
46-0393	GROOVY GRASSHOPPER GAME. A set includes three decks of letter cards and 8 Groovy Grasshopper Cards. The sequence of the letter is designated by dots in the center of each card. . .. ∴ :: :·: See Game Book Supplement for directions. Kdgn.-1-2 only. P	Ea

ITEM NUMBER	ARTICLE	UNIT OF MEASURE

READINESS MATERIALS (cont.)

46-0396	SHAPE KIT. Includes: Shapie Puppets - Eight figures to be used as puppets on tongue depressors to teach geometric shapes. Geometric Shaped Body Animals - Stand-up animals in geometric shapes to be used with shapie puppets. Shape Classification - Pictures to be classified according to shape. Shape Puzzle Pictures - Set of geometric pictures that child can reproduce as a puzzle. P	Kit
46-0399	SHAPE LITTLE BOOKS CIRCLE BOOK 1 PAD OF 25. Little books emphasizing geometric shapes. Space is left on second set for the child to have his own story recorded. P	Pad
46-0402	SHAPE LITTLE BOOKS CIRCLE BOOK 2 PAD OF 25. (See 46-0399 for explanation.) P	Pad
46-0405	SHAPE LITTLE BOOKS TRIANGLE BOOK 1 PAD OF 25. (See 46-0399 for explanation.) P	Pad
46-0408	SHAPE LITTLE BOOKS TRIANGLE BOOK 2 PAD OF 25. (See 46-0399 for explanation.) P	Pad
46-0411	SHAPE LITTLE BOOKS SQUARE BOOK 1 PAD OF 25. (See 46-0399 for explanation.) P	Pad
46-0414	SHAPE LITTLE BOOKS RECTANGLE BOOK 1 PAD OF 25. (See 46-0399 for explanation.) P	Pad
46-0417	SHAPE LITTLE BOOKS SQUARE BOOK 2 PAD OF 25. (See 46-0399 for explanation.) P	Pad
46-0420	SHAPE LITTLE BOOKS RECTANGLE BOOK 2 PAD OF 25. (See 46-0399 for explanation.) P	Pad
46-0423	RHYMING SEQUENCE KIT. P Includes: Beginning Discussion Pictures for Sequencing - Contains four pictures each, 8½" x 11", of an apple sequence and a candle sequence to be used for discussion and practice in sequencing. Rhyming Pictures - Pairs of rhyming pictures approximately 5½" x 4". Rhyming Blocks - Pairs of blocks with rhyming pictures. Small Nursery Rhyme Sequence Cards - Small pictures of nursery rhymes to be used on a block or as cards. Nursery Rhyme Sequence Cards - Contains a set of four nursery rhymes to help children develop an understanding of sequencing. Children manipulate the cards and put them in the same order as the story in the nursery rhyme. The rhymes include: Cat and the Fiddle, Jack and Jill, Humpty Dumpty, and Gingerbread Boy. One set of four per room. Kdgn.-1-2 only. Old Lady Sequence - Flannel board patterns for "Old Lady Who Swallowed a Fly". Also includes a picture of the lady swallowing the animals which are placed on a wheel.	Kit
46-0426	SOUND/SYMBOL WORKSHEETS BUILDING. Sound/Symbol Worksheets in form of buildings. Geared to kindergarten sequence. Master copies for duplication. Kdgn.-1 only. P	Set
46-0429	SOUND/SYMBOL WORKSHEETS GEOMETRIC RESPONSE. Pupils draw geometric shapes as directed to indicate sound represented by pictures. Geared to ABC Series for teaching sounds. Master copies for duplication. Kdgn.-1 only. P	Set
46-0432	ALPHABET TOY WORKSHEETS. Upper Case and Lower Case matching on Toy Shapes. Geared to kindergarten sequence. Master copies for duplication. Kdgn.-1 only. P	Set
46-0435	KEY WORD SOUND SHEETS. Worksheets to be used for reinforcement of gross auditory discrimination. The sound is not necessarily associated with symbol. These have the same pictures as ABC Alphabet Key Word Cards. Master copies for duplication. 1 set per teacher. Kdgn.-1 only. P	Set
46-0438	ANIMAL GROSS SOUND WORKSHEETS. Each sound is represented by an animal picture. Small pictures are at the bottom of the worksheet. Pupils cut those pictures beginning with the same sound and paste on animal. Animal's characteristics, etc. are discussed by the pupils. A story on some rare animals is included. Kdgn.-1 only. P	Set

ITEM NUMBER	ARTICLE	UNIT OF MEASURE

READINESS MATERIALS (cont.)

46-0441	ANIMAL SERIES (U.C./L.C.) MATCHING WORKSHEETS. Series of worksheets (animal to home and animal to food) Upper Case and Lower Case matching. Geared to kindergarten sequence. Kdgn.-Gr. 1 P	Set
46-0444	PICTURE CLASSIFICATION. Activities designed to reinforce concepts such as big-little, hot-cold, etc. An additional copy is provided for thermofaxing and using as worksheets. Kdgn.-1 only. P	Set
46-0447	PUZZLES 3 GOLDEN BOOK PUZZLES. A set of three Golden Book Puzzles made by the Playskool Company. Puzzles are used to teach upper case - lower case relationship and other skills. Only one set may be ordered each year by Kindergarten. P	Set
46-0450	RHYMING SOUND PICTURES. A set of pictures to teach rhyming and beginning consonant sounds. Each is color-coded to indicate a sequence of learning. The complete sequence of rhyming pictures may now be obtained as copies for thermofaxing. P	Set
46-0453	SHOESTRING LETTER-MATCHING GAME. A game to strengthen and review UC and LC letters and beginning consonant sound knowledge. Children lace cords matching a UC letter to a LC letter, and finally to the correct beginning sound. A set includes ten Shoestring Boards, color-coded by sequence. One set of boards per classroom. Kdgn.-1-2 only. P	Set
46-0456	WINDOW-SHOPPING WITH PICTURES. Activities designed to develop gross sound discrimination of beginning sound. Individual or small group activity. Kdgn.-1 only. P	Set

SOUNDS

46-0505	ALPHABET KEY WORD CARDS. Twenty-six cards, 4½" x 6", with upper and lower case letters on each card. Illustration with "Key Words" for teaching Sound-Symbol relationship, as outlined in American Book Company's Third Step. One set for classroom display, one set for teacher use. P	Set
46-0506	ALPHABET BLOCKS WITH KEY WORD PICTURES. Illustration with "Key Words" for teaching Sound Symbol relationship, as outlined in American Book. P	Set
46-0507	KEY WORD MULTIPLE-RESPONSE CARDS. A multi-response card for use with pupils in responding to beginning sounds. One side has the letter, the other the ABC key word. Kdgn.-1-2 only. P	Set
46-0510	MICE AND CHEESE GAME. Contains 12 mice to be put on 18" x 24" poster board. Cheese pieces to be matched to mice have a picture representing a beginning consonant sound. P	Set
46-0513	SOUND-SYMBOL GAME. Game to review beginning consonant sounds. Contains cards (9" x 12") for twenty games, with a self-check provided. Pictures are printed in boxes in left column. Tongue Depressors are provided. One set of 20 cards per classroom. (See revised instructions in Game Book.) P	Ea
46-0516	BLEND T-SCOPES. A T-Scope with pictures on one side and related pictures for blends and digraphs on reverse. P & I	Set
46-0519	SOUND-SYMBOL WRITING PRACTICE SET 1. Pupils write letter standing for beginning sound under pictures color-keyed to Kindergarten teaching sequence. Master copy only for use in duplicating. P	Set
46-0522	SOUND-SYMBOL WRITING PRACTICE SET 2. Practice in writing UC and LC letters by tracing over pattern. Pictures relating to letter sound are on the page. Master copy for duplicating. Kdgn.-1-2 only. P	Set
46-0525	SOUND FISH DIE CUT. Die cut fish each with a picture representing a sound. Each fish is marked with a circled number indicating the sequence of teaching letter sounds in the Rebus/Modified Program. HTP-1, WGN-2, LMS-3, DJK-4, CFB-5. P	Set
46-0528	BLEND STRIPS. Contains blends appearing in Books D-G. Non-consumable item. Box available at IMC. (Grade 2 and above.) P & I	Set

ITEM NUMBER	ARTICLE	UNIT OF MEASURE
	VOCABULARY & PHRASE MATERIALS FOR REBUS PROGRAM	
46-0601	TEACHER WORD CARDS/REBUS. Cards, 3" x 9", intended to be used by the teacher under her direction. The structure words are coded by lesson number. P	Set
46-0604	TEACHER STRUCTURE WORD KIT. A set of structure word cards approximately 3" x 3" for use in building sentences with Teacher Rebus Cards. A printed chart for filing is included. P	Kit
46-0607	PHRASE STRIPS/REBUS. Contains phrases as listed in the manual for each story. One set per teacher. Non-consumable item. P	Set
46-0610	REBUS SENTENCE STRIPS. Sentence strips for use in Plymouth Chart in teaching as outlined in Manual. 1 set per teacher. Non-consumable. P	Set
46-0613	SENTENCE CHARTS. Individual charts 6" x 18" with two pockets. These are used by pupils in building sentences with EPR word and rebus cards. Set of 10. 1 set per year. P	Set
46-0616	TEACHER REBUS CARDS. Rebus (pictures) to be used in developing the content words in phrases and sentences when teaching structure words in Rebus Program. P	Set
46-0619	STUDENT WORD CARDS - REBUS. Intended to be used with Level I technique. Used by students in building sentences. Set of 10. Non-consumable. P	Set
46-0622	STUDENT REBUS CARDS. Individual rebus word cards to be used by pupils in building individual sentences.	Set
46-0625	STRUCTURE FISH BINGO SET 1 AND 2 ARE COMBINED. Two sets of six cards. Sets marked in corner. Set I contains the first ten structure words taught. Set II is review of all sixteen structure words (2 sets per package). 1 set per year. P	Set
46-0628	STRUCTURE FISH DIE CUT. Die cut salmon colored fish with the sixteen structure words for use in a variety of ways. P	Set
	VOCABULARY & PHRASE MATERIALS FOR MINI PROGRAM (Level A)	
46-0631	MINI BOOK TEACHER WORD CARDS. Cards 3" x 9" coded for use with Mini Book lessons. P	Set
46-0634	MINI BOOK PHRASE STRIPS. Contains phrases as listed in the manual P	Set
46-0637	MINI BOOK TEACHER REBUS CARDS. Rebus (pictures) to be used in teaching the Mini Program. P	Set
46-0640	MINI BOOK SENTENCE STRIPS. P	Set
46-0643	INDIVIDUAL STUDENT WORD CARDS MINI AND LEVEL A. Words are same in both programs. P	Set
	VOCABULARY & PHRASE MATERIALS FOR MODIFIED PRE-PRIMER PROGRAM	
46-0646	MODIFIED TEACHER WORD CARDS LEVEL A. Teacher Word Cards for use with the Modified A. P	Set
46-0649	MODIFIED TEACHER WORD CARDS LEVEL B. Teacher Word Cards for use with the Modified B. P	Set
46-0652	MODIFIED TEACHER WORD CARDS LEVEL C. Teacher Word Cards for use with the Modified C. P	Set
46-0655	MODIFIED PHRASE STRIPS LEVEL A. Phrase Strips correlated with Modified A. P	Set
46-0658	MODIFIED PHRASE STRIPS LEVEL B. Phrase Strips correlated with Modified B. P	Set
46-0661	MODIFIED PHRASE STRIPS LEVEL C. Phrase Strips correlated with Modified C. P	Set
46-0664	MODIFIED TEACHER REBUS CARDS LEVEL A. Rebus (picture cards) to accompany Modified A. P	Set
46-0667	MODIFIED TEACHER REBUS CARDS LEVEL B. Rebus (picture cards) to accompany Modified B. P	Set
46-0670	MODIFIED TEACHER REBUS CARDS LEVEL C. Rebus (picture cards) to accompany Modified C. P	Set

ITEM NUMBER	ARTICLE	UNIT OF MEASURE

VOCABULARY & PHRASE MATERIALS FOR MODIFIED PRE-PRIMER PROGRAM (cont.)

46-0673	MODIFIED STUDENT WORD CARDS LEVEL A. Student Word Cards for use with Modified A. P	Set
46-0676	MODIFIED STUDENT WORD CARDS LEVEL B. Student Word Cards for use with Modified B. P	Set
46-0679	MODIFIED STUDENT WORD CARDS LEVEL C. Student Word Cards for use with Modified C. P	Set

VOCABULARY & PHRASE MATERIALS FOR AMERICAN BOOK COMPANY

46-0682	TEACHER WORD CARDS LEVEL ABC REGULAR BASAL. Cards, 3" x 9", intended to be used by the teacher under her direction. Word cards are coded by book level and selection number for regular ABC Books. Sets are not consumable and are inventoried. P & I	Set
46-0685	TEACHER WORD CARDS LEVEL D REGULAR BASAL. (See 46-0682 for explanation.) P & I	Set
46-0688	TEACHER WORD CARDS LEVEL E. (See 46-0682 for explanation.) P & I	Set
46-0691	TEACHER WORD CARDS LEVEL F. (See 46-0682 for explanation.) P & I	Set
46-0694	TEACHER WORD CARDS LEVEL G. (See 46-0682 for explanation.) P & I	Set
46-0697	WORD LIST LEVEL D. A Level II technique used in introduction of new words. One copy for each appropriate selection in books is supplied. Teachers may reproduce for class by making Thermofax spirit duplicating master. P & I	Ea
46-0700	WORD LIST LEVEL E. (See 46-0697 for explanation.) P & I	Ea
46-0703	WORD LIST LEVEL F. (See 46-0697 for explanation.) P & I	Ea
46-0706	WORD LIST LEVEL G. (See 46-0697 for explanation.) P & I	Ea
46-0709	WORD LIST LEVEL H. (See 46-0697 for explanation.) P & I	Ea
46-0712	WORD LIST LEVEL I. (See 46-0697 for explanation.) I	Ea
46-0715	WORD LIST LEVEL J. (See 46-0697 for explanation.) I	Ea
46-0718	WORD LIST LEVEL K. (See 46-0697 for explanation.) I	Ea
46-0721	PHRASE STRIPS LEVEL ABC REGULAR BASAL. Contains phrases from each selection in the books listed below. Printed on 3" x 8½" card stock. One set each level per teacher. Non-consumable item. Phrases from AND SO YOU GO, BE ON THE GO, and CAN YOU. P & I	Set
46-0724	PHRASE STRIPS LEVEL D. Contains phrases from each selection in the DAYS AND WAYS books. Printed on 3" x 8½" card stock. One set per teacher. Non-consumable item. P & I	Set
46-0727	PHRASE LIST LEVEL C. Contains phrases from CAN YOU. Teachers may reproduce for class by making thermofax spirit duplicating master. P & I	Ea
46-0730	PHRASE LIST LEVEL D. Contains phrases from DAYS AND WAYS. Teachers may reproduce for class by making thermofax spirit duplicating master. P & I	Ea
46-0733	PHRASE LIST LEVEL E. Contains phrases from EACH AND ALL. Teachers may reproduce for class by making thermofax spirit duplicating master. P & I	Ea
46-0736	PHRASE LIST LEVEL F. Contains phrases from FAR AND AWAY. Teachers may reproduce for class by making thermofax spirit duplicating master. P & I	Ea
46-0739	PHRASE LIST LEVEL G. Contains phrases from GOLD AND SILVER. Teachers may reproduce for class by making thermofax spirit duplicating master. P & I	Ea
46-0742	PHRASE LIST LEVEL H. Contains phrases from HIGH AND WIDE. Teachers may reproduce for class by making thermofax spirit duplicating master. P & I	Ea
46-0745	PHRASE LIST LEVEL I. Contains phrases from IDEAS AND IMAGES. Teachers may reproduce for class by making thermofax spirit duplicating master. I	Ea
46-0752	PHRASE STRIPS FOR LITTLE BOOKS LEVEL ABC REGULAR BASAL. Phrases to accompany Little Books. Level A-B-C. Color-coded to match books. P	Set

ITEM NUMBER	ARTICLE	UNIT OF MEASURE

VOCABULARY & PHRASE MATERIALS FOR AMERICAN BOOK COMPANY (cont.)

46-0755	STUDY GUIDES FOR LEVEL E. Follow-up activities for four major comprehension skills taught in EACH AND ALL. One set per teacher. Grade 2 & above. P & I	Ea

REINFORCEMENT (VOCABULARY & SKILLS)

46-0851	SMALL WORD PRACTICES LEVELS A THRU G. For American Book Company Series. Levels A through G. The Small Word Practice sheets are made with each practice repeated four times as a drill for quick recognition of small words previously introduced. Instruction Sheet and Call Sheet included. Practices to be thermofaxed for classroom use. P & I	Set
46-0854	SMALL WORD PRACTICE VOCABULARY CARDS. A set of Vocabulary cards for use with Small Word Practice sheets. Teacher call sheets are printed on index divider separating each set of vocabulary cards. P & I	Set
46-0857	PHRASES TO ACCOMPANY SMALL WORD PRACTICES A THRU E. Phrases to reinforce each Small Word Practice (A-E). Master copies for duplication. Grade 1-6. P & I	Set
46-0860	VOCABULARY REVIEW PRACTICES LEVEL G THRU K. Intensive practice for Levels G, H, I, J and K. Must be thermofaxed at schools. Instructions and call sheets included. The vocabulary cards are intended to accompany Vocabulary Review Practices (VRP). Box available. P & I	Set
46-0866	CONTRACTION LIST LEVELS D-J. A list of contractions by book levels D-J. P & I	Ea
46-0869	VOWEL WRITING PRACTICES - CVCé. Cards used to develop a generalization of long vowel in cvcé pattern. Includes five cards of each word pattern: -a-é, -o-é, -i-é. I	Ea
46-0872	APPLIED PHONIC STRIPS LEVEL A-E. Contains phonograms based on vocabulary from Levels A through E. Non-consumable item. P & I	Set
46-0875	WORD CLASSIFICATION CARDS LEVEL ABCD WITH TONGUE BLADES. 9" x 12" Cards with Tongue Depressors and Envelopes. Interest level through third grade. Non-consumable item. P & I	Set
46-0878	WORD CLASSIFICATION CARDS LEVEL E. 8¼" x 5" cards. Sets are color-keyed for easy identification. Maximum one set for each level available per room. Non-consumable item. P & I	Set
46-0881	WORD CLASSIFICATION CARDS LEVEL F. (See 46-0878 for explanation.) P & I	Set
46-0884	WORD CLASSIFICATION CARDS LEVEL G. (See 46-0878 for explanation.) P & I	Set
46-0887	WORD CLASSIFICATION CARDS LEVEL H. (See 46-0878 for explanation.) P & I	Set
46-0890	WORD CLASSIFICATION CARDS LEVEL I. (See 46-0878 for explanation.) I	Set
46-0893	WORD CLASSIFICATION CARDS LEVEL J. (See 46-0878 for explanation.) I	Set
46-0896	WORD CLASSIFICATION CARDS LEVEL K. (See 46-0878 for explanation.) I	Set
46-0899	WORD BINGO LEVEL ABCD. Sets of six cards (5½" x 8¼") in a set, each card with the same words but in different order. Set D is divided into 2 sets of six cards (D1-11, D12-23). P & I	Set
46-0902	WORD BINGO LEVEL E. (See 46-0899 for explanation.) P & I	Set
46-0905	PATTERN T-SCOPES LEVEL A. The T-Scopes each have a "pattern" (phonogram). Pupils make new words by using substitutions of beginning consonants as letter strip is pulled through T-Scope. A set consists of 31 patterns color coded: A-buff (6), B-green (5), C-pink (11), D-blue (9). P	Set
46-0908	PATTERN T-SCOPES LEVEL B. (See 46-0905 for explanation.) P	Set
46-0911	PATTERN T-SCOPES LEVEL C. (See 46-0905 for explanation.) P	Set
46-0914	PATTERN T-SCOPES LEVEL D. (See 46-0905 for explanation.) P	Set
46-0917	MULTIPLE PATTERN T-SCOPES. These T-Scopes were developed to give pupils practice in changing patterns when the beginning consonant sound is held constand. If pupils can correctly - whether it is real word or a nonsense word - it is a good indication of the child's mastery of the pattern and his ability to synthesis. P	Set

ITEM NUMBER	ARTICLE	UNIT OF MEASURE

REINFORCEMENT (VOCABULARY & SKILLS) (cont.)

46-0920	READ AND WRITE - ABC. The writing kit is developed in sequence to correlate with the ABC reading material. As each new language skill is introduced, the children have an opportunity to "Direct Copy" the sentences for practice in using the skill being developed. A child stays at copying only as long as he needs this practice. It is not necessary that he copy all the lessons developed for each skill. Master copies for duplication. Grade 1 & 2 only. P	Kit
46-0923	READ AND WRITE/MODIFIED PROGRAM. Set correlated to Modified Program. P	Set
46-0926	CLASSIFICATION GAME CARDS LEVEL F. Cards to reinforce basic classification skill. Used with multipurpose game board. Levels F, G, and H. Grade 3 and above. P & I	Set
46-0929	CLASSIFICATION GAME CARDS LEVEL G. (See 46-0926 for explanation.) P & I	Set
46-0932	CLASSIFICATION GAME CARDS LEVEL H. (See 46-0926 for explanation.) P & I	Set
46-0935	BLEND-O CARD GAME. A card game based on roots and variant endings of words presented in Levels A-E. The game should not be used until E level is completed. Directions included. Grade 3 and above. P & I	Ea
46-0938	FOUR-WAY RUMMY LEVEL F. Game board and cards, designed to reinforce skill with compound words, plurals, beginning and final blends. Vocabulary from book F. Grade 3 and above. P & I	Ea
46-0941	SPOONS GAME LEVEL E. A card game based on categories. Vocabulary from Book E. P & I	Ea
46-0944	SPOONS GAME LEVEL G. A card game based on categories. Vocabulary from Book G. P & I	Ea
46-0947	VISUALIZATION EXERCISE LEVEL F. Independent aid in comprehension development. Level F. Grade 3 and above. P & I	Set
46-0950	VISUALIZATION EXERCISE LEVEL G. Independent aid in comprehension development. Level G. Grade 3 and above. P & I	Set
46-0953	VISUALIZATION EXERCISE LEVEL H. Independent aid in comprehension development. Level H. P & I	Set
46-0956	SWITCH CARD GAME. Card game designed to give children practice on word families. Involves identifying rhyming and beginning sound. Words from Each and All and Far and Away. May be played by four children. Directions included. P & I	Ea
46-0959	BLEND-O CARD GAME. A card game based on beginning blend and a different phonogram presented in Levels A-F. The game should not be used until F level is completed. Grade 3 and above. P & I	Ea
46-0962	CONTRACTION CHOO-CHOO. A game board designed to reinforce skill with contractions. I	Ea
46-0965	ANALOGY CARDS LEVEL G. Cards to be used with multipurpose game board to reinforce comprehension skill. Vocabulary from Gold and Silver. I	Set
46-0968	ANALOGY CARDS LEVEL H. Cards to be used with multipurpose game board to reinforce comprehension skill. Vocabulary from High and Wide. I	Set
46-0971	CHANGE-O. Card game designed to give practice on root words and suffixes. Words from High and Wide. I	Ea
46-0974	FOOTBALL PATTERNS. Activity to reinforce knowledge of patterns and substitution of initial consonants and blends. I	Ea
46-0977	GRANDPA SMALLEY'S FRUIT STAND. A game designed to reinforce knowledge of initial blends and patterns. Contains a game board, blend cards, pattern cards and a check list. Grades 4-6 only. I	Ea
46-0980	CAGE THE ANIMALS SET 1. A game board with cards to reinforce skills (antonyms, synonyms, root words). Set 1: Levels G-H. I	Set
46-0983	CAGE THE ANIMALS SET 2. A game board with cards to reinforce skills (antonyms, synonyms, root words). Set 2: Level J. I	Set
46-0986	OLD WITCH CARD GAME. Card game to be used to reinforce antonym knowledge. F level. Set 1 (Sel. 1-16) Set 2 (Sel. 17-30). I	Ea

ITEM NUMBER	ARTICLE	UNIT OF MEASURE

REINFORCEMENT (VOCABULARY & SKILLS) (cont.)

46-0989	PQRST LEVEL D. A set of skill sheets with teacher guide pages for guided instruction. Master copy for duplication. I	Set
46-0992	PQRST LEVEL E. (See 46-0989 for explanation.) I	Set
46-0995	PQRST LEVEL F. (See 46-0989 for explanation.) I	Set
46-0998	SKILL SHEETS LEVEL F. The skill sheets are designed to reinforce the vocabulary and skills which appear in Books F, G, H, and I of the basal readers. Master copies for duplication. I	Pad
46-1001	SKILL SHEETS LEVEL G. (See 46-0998 for explanation.) I	Pad
46-1004	SKILL SHEETS LEVEL H. (See 46-0998 for explanation.) I	Pad
46-1007	SKILL SHEETS LEVEL I. (See 46-0998 for explanation.) I	Pad

GAMES & EXERCISES

46-1101	READ AND ROLL BLOCKS. The Read and Roll Blocks are made up in sets. In some sets there are 3 blocks - one of which contains nouns or pronouns as the subject block - one containing a verb or verb phrase and another an object or prepositional phrase. In other sets there are four blocks with a noun - a verb, an article and an object, noun or pronoun. The sets are color coded to indicate book level as are other materials. (Rebus - pink) (Mini - yellow) The blocks are coded. They should not be used until the designated lesson is completed: e.g., Rebus 11 - use after lesson 11 is completed; A4 - Mini 5 after lessons A4 or Mini 5 are completed. P	Set
46-1105	PATTERN SPINNER DIAL GAME. A game to teach patterns. Color coded to ABC books. Pads included for writing of pattern words. P	Ea
46-1110	PATTERN SPINNER DIAL REFILL PADS. As needed. P	Set
46-1115	STEAL-A-WORD GAME. A game designed to supplement the Applied Phonics Strips and reinforce patterns. Levels A-C patterns. Directions included. Grades 1 and 2 only. P	Ea

MULTI-PURPOSE GAME BOARDS

46-1201	GO-GO AND BANANAS. Game to be used with Mini and Modified Programs. P	Ea
46-1205	GO-GO AND TREE. Game to be used with Mini and Modified Programs. P	Ea
46-1210	GO-GO POSTER. Game to be used with Mini and Modified Programs. P	Ea
46-1215	BATTER-UP GAME. A game board devised for team play. It may be utilized to reinforce vocabulary of sight words, or for practice of phonetic and structural elements. Vocabulary cards may be changed to suit the purpose. P & I	Ea
46-1220	BIRD-WORM GAME. A game to develop beginning consonant sound knowledge. Consists of two parts which need to be printed in spaces, and either a spinner dial or a plain block with beginning sound pictures are required. One game per classroom. P	Ea
46-1225	GAME SPINNER DIALS. Four circles printed on each piece of tagboard; two marked, two plain. For use with a variety of games such as Bird-Worm. P & I	Set
46-1230	ROCKET GAME. A team game which can be used for drilling vocabulary, phrases, sentences, etc. P	Ea
46-1235	JUNGLE GAME. A game board which may be utilized in a variety of ways. P	Ea
46-1240	WHIZ GAME. A game board for practicing words or phrases as needed. Involves throwing a dice or spinning a dial and moving as indicated. Special directions on game board must be followed making the game more interesting. Grade 2 and above. P & I	Ea
46-1245	LOST AT SEA. A game board which may be utilized in a variety of ways. Grade 2 and above. P & I	Ea
46-1250	MANTOOTH, THE DISC JOCKEY. A game board which may be used in Grades 4-5-6 only. I	Ea
46-1255	RACEWAY GAME. A multi-purpose game board. P & I	Ea
46-1260	DINOSAUR GAME. A multi-purpose game board. P	Ea

ITEM NUMBER	ARTICLE	UNIT OF MEASURE

CHORAL READING & CONCEPT DEVELOPMENT

46-1351	CHORAL READING LEVEL C. Choral Readings designed for two pupils or a group. Vocabulary through C. Ten copies of each lesson per teacher. P	Set
46-1355	CHORAL READING LEVEL D. Choral Readings designed for two pupils or a group. Vocabulary through D. Ten copies of each lesson per teacher. P	Set
46-1360	CHORAL READING. Choral Readings based on Modified Program to be used at end of B - Pre-Primers. 5 sets of ten each. 1 set per teacher. P	Set
46-1365	CONCEPT DEVELOPMENT LESSON LEVEL A THINGS THAT GO. Concept lesson to build background for vocabulary taught in AND SO YOU GO. P	Ea
46-1370	CONCEPT DEVELOPMENT LESSON LEVEL A SHADOWS. (See 46-1365 for explanation.) P	Ea
46-1375	CONCEPT DEVELOPMENT LESSON LEVEL A ME. (See 46-1365 for explanation.) P	Ea
46-1380	CONCEPT DEVELOPMENT LESSON LEVEL A A LOT. (See 46-1365 for explanation.) P	Ea
46-1385	CONCEPT DEVELOPMENT LESSON LEVEL A WORDS AND BOOKS. (See 46-1365 for explanation.) P	Ea
46-1390	CONCEPT DEVELOPMENT LESSON LEVEL A WORDS AND BOOKS REFILL KIT. P	Ea
46-1395	CONCEPT DEVELOPMENT LESSON LEVEL B WHAT DO YOU WISH TO BE? Concept lesson to build background for vocabulary taught in BE ON THE GO. P	Ea
46-1396	CONCEPT DEVELOPMENT LESSON LEVEL B WHAT DO YOU WISH TO BE? REFILL KIT. P	Ea
46-1400	CONCEPT DEVELOPMENT LESSON LEVEL B SURPRISES. (See 46-1395 for explanation.) P	
46-1405	CONCEPT DEVELOPMENT LESSON LEVEL B FEELINGS: HAPPY AND SAD. (See 46-1395 for explanation.) P	Ea
46-1410	CONCEPT DEVELOPMENT LESSON LEVEL B WHAT WILL I BE? (See 46-1395 for explanation.) P	Ea
46-1415	CONCEPT DEVELOPMENT LESSON LEVEL B CATS AND DOGS. (See 46-1395 for explanation.) P	Ea
46-1420	CONCEPT DEVELOPMENT LESSON LEVEL B HOT AND COLD. (See 46-1395 for explanation.) P	Ea
46-1425	CONCEPT DEVELOPMENT LESSON LEVEL C BUGS. Concept lesson to build background for vocabulary taught in CAN YOU. P	Ea
46-1430	CONCEPT DEVELOPMENT LESSON LEVEL C PAINT AND DRAW. (See 46-1425 for explanation.) P	Ea
46-1435	CONCEPT DEVELOPMENT LESSON LEVEL C SEEDS AND PLANTS. (See 46-1425 for explanation.) P	Ea
46-1440	CONCEPT DEVELOPMENT LESSON LEVEL C LET ME SEE. (See 46-1425 for explanation.) P	Ea
46-1445	CONCEPT DEVELOPMENT LESSON LEVEL D THE BARN. Concept lesson to build background for vocabulary taught in DAYS AND WAYS. P & I	Ea
46-1450	CONCEPT DEVELOPMENT LESSON LEVEL D PETS. (See 46-1445 for explanation.) P & I	Ea
46-1455	CONCEPT DEVELOPMENT LESSON LEVEL D PICNIC (See 46-1445 for explanation.) P & I	Ea
46-1460	CONCEPT DEVELOPMENT LESSON LEVEL D WEATHER (See 46-1445 for explanation.) P & I	Ea
46-1465	CONCEPT DEVELOPMENT LESSON LEVEL D TELEVISION (See 46-1445 for explanation.) P & I	Ea
46-1470	CONCEPT DEVELOPMENT LESSON LEVEL D ECOLOGY (See 46-1445 for explanation.) P & I	Ea
46-1480	CONCEPT DEVELOPMENT LESSON LEVEL E BOATS AND SHIPS. (See 46-1475 for explanation.) P & I	Ea
46-1485	CONCEPT DEVELOPMENT LESSON LEVEL E HOBBIES. (See 46-1475 for explanation.) P & I	Ea
46-1490	CONCEPT DEVELOPMENT LESSON LEVEL E MAKE-BELIEVE REAL. (See 46-1475 for explanation.) P & I	Ea
46-1495	CONCEPT DEVELOPMENT LESSON LEVEL E SAFETY. (See 46-1475 for explanation.) P & I	Ea
46-1500	CONCEPT DEVELOPMENT LESSON LEVEL E ROCKETS AND SPACESHIPS. (See 46-1475 for explanation.) P & I	Ea
46-1505	CONCEPT DEVELOPMENT LESSON LEVEL E THE CITY. (See 46-1475 for explanation.) P & I	Ea

ITEM NUMBER	ARTICLE	UNIT OF MEASURE
	MISCELLANEOUS	
46-1701	ACETATE FOLDERS. Allows Skills Kit materials to be used in a non-consumable manner. Ten holders per set. Intended for teachers who have produced Skill Kits. P & I	Set
46-1705	BLANK PHRASE STRIPS. Fifty per package. Same size as printed Phrase Strips size. P & I	Pkg.
46-1710	BLANK TEACHER WORD CARDS. Fifty per package. Same size as printed Teacher Word Cards size. P & I	Pkg.
46-1715	PLAIN BLOCKS. Contains a set of ten unmarked blocks to be used in a variety of ways. Suggested uses: Additional sound blocks for matching UC and LC letters, for Bird-Worm Game in place of a spinner dial, etc. P & I	Set
46-1720	TONGUE DEPRESSORS. Fifty Tongue Depressors to a package. P & I	Pkg.
46-1725	BLANK FISH. Fish patterns which may be used in a variety of ways. Die cut so that they may be punched out. P	Set
46-1730	STUDENT POCKET CHART. 9" x 12" tagboard, with Pocket Chart pattern printed. Instruction sheet included. Used to hold Alphabet Multi-Response Cards and Student Word Cards. Packed 10 per set. P	Set
	STORAGE CONTAINERS	
46-1765	APPLIED PHONICS BOXES. P & I	Ea
46-1770	WORD CARD BOX. P & I	Ea
46-1775	PHRASE BOX. P & I	Ea
46-1780	STRUCTURE WORD BOX. P & I	Ea

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Resource Teachers'

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John B. Davis, Jr.

Special School District No. 1
MINNEAPOLIS PUBLIC SCHOOLS
Minneapolis, Minnesota 55413

An Equal Opportunity Employer

TITLE I READING PROGRAM

INSTRUCTIONAL MATERIALS CENTER
Minneapolis Public Schools
Lehmann Educational Center
Room 433
1006 West Lake Street

Telephone: 348-4062

RESOURCE TEACHER CATALOGUE

JANUARY 1975

ITEM NUMBER	ARTICLE	UNIT OF MEASURE
	TESTS	
46-0123	INFORMAL BATTERY OF BASIC SKILL TESTS. An informal battery used to diagnose specific reading disabilities. The battery includes nine different tests. Available through the Reading Resource Teacher. P & I	Set
	READINESS MATERIALS	
46-0459	SYNTAX LESSON 1, SPATIAL RELATION. These five lessons are geared to teach the system or the order of language. It treats the arrangements of word forms showing their mutual relationship within sentences. The lessons are developed around specific concepts: spatial relationships, rhyming and sequencing, shapes, colors, and personal pronouns. Available through the Reading Resource Teacher. P	Set
46-0462	SYNTAX LESSON 2, RHYMING SEQUENCING. (See 46-0459 for explanation.) P	Set
46-0465	SYNTAX LESSON 3, SHAPES. (See 46-0459 for explanation.) P	Set
46-0468	SYNTAX LESSON 4, COLOR. (See 46-0459 for explanation.) P	Set
46-0471	SYNTAX LESSON 5, PERSONAL PRONOUNS. (See 46-0459 for explanation.) P	Set
46-0474	PHONOLOGY LESSON 1, INTRO. OF /S/ SOUND. A set of nine lessons to develop gross auditory discrimination of sounds, primarily in the initial position. Lessons also facilitate the ability to verbally produce the sounds of language and encourage elaboration of expressive abilities. Available through the Reading Resource Teacher. P	Set
46-0477	PHONOLOGY LESSON 2, INTRO. OF /Z/ SOUND. (See 46-0474 for explanation.) P	Set
46-0480	PHONOLOGY LESSON 3, INTRO. OF /S/ AND /Z/ SOUND. (See 46-0474 for explanation.) P	Set
46-0483	PHONOLOGY LESSON 4, INTRO. OF /SH/ SOUND. (See 46-0474 for explanation.) P	Set
46-0486	PHONOLOGY LESSON 5, INTRO. OF /CH/ SOUND. (See 46-0474 for explanation.) P	Set
46-0489	PHONOLOGY LESSON 6, INTRO. OF /SH/ AND /CH/. (See 46-0474 for explanation.) P	Set
46-0495	PHONOLOGY LESSON 7, INTRO. OF B SOUND. (See 46-0474 for explanation.) P	Set
46-0498	PHONOLOGY LESSON 8, INTRO. OF F SOUND. (See 46-0474 for explanation.) P	Set
46-0501	PHONOLOGY LESSON 9, INTRO. OF D SOUND. (See 46-0474 for explanation.) P	Set
46-0492	PHONOLOGY LESSONS 1-6. (See 46-0474 for explanation.) P	Kit
46-0504	PHONOLOGY LESSONS 7 THRU 9. (See 46-0474 for explanation.) P	Kit

ITEM NUMBER	ARTICLE	UNIT OF MEASURE

COMPREHENSION MATERIALS AND LITERARY STRAND

46-1510	BUFFALO KILL. A collection of 14 paperback books and accompanying activities that are designed for intermediate Title I children reading at approximately levels G-J in the ABC Series. The materials that accompany each paperback book come in two stapled packets. The Teacher's Guide and the Students pages. Paperback books and worksheets are available through the Reading Resource Teacher. (Limit - 15 copies of a specific title.) Available to you through a Title I Resource Teacher. I	Set
46-1515	CHARLIE THE LONESOME COUGAR. (See 46-1510 for explanation.) I	Set
46-1520	COOL COS. (See 46-1510 for explanation.) I	Set
46-1525	DEAD END SCHOOL. (See 46-1510 for explanation.) I	Set
46-1530	THE GREAT BRAIN AT THE ACADEMY. (See 46-1510 for explanation.) I	Set
46-1535	HENRY AND BEEZUS. (See 46-1510 for explanation.) I	Set
46-1540	ENCYCLOPEDIA BROWN GETS HIS MAN. (See 46-1510 for explanation.) I	Set
46-1545	ENCYCLOPEDIA BROWN TRACKS THEM DOWN. (See 46-1510 for explanation.) I	Set
46-1550	JENNIFER, HECATE, MCBETH, WILLIAM MCKINLEY AND ME, ELIZABETH. (See 46-1510 for explanation.) I	Set
46-1555	J.T. (See 46-1510 for explanation.) I	Set
46-1560	SOUNDER. (See 46-1510 for explanation.) I	Set
46-1565	STUART LITTLE. (See 46-1510 for explanation.) I	Set
46-1570	TRUMPET OF THE SWAN. (See 46-1510 for explanation.) I	Set
46-1575	TUCKER'S COUNTRYSIDE. (See 46-1510 for explanation.) I	Set
46-1580	COMPREHENSION, CAUSE AND EFFECT. Consists of three separate units designed to teach, reinforce, and assess different aspects of children's comprehension skills. The three units include main idea and supporting activities, sequencing, and cause and effect. Available through the Reading Resource Teacher. P & I	Ea
46-1585	TEACHER DIRECTED, LEVEL III, CAUSE AND EFFECT. (See 46-1735 for explanation.) P & I	Ea
46-1590	COMPREHENSION, MAIN IDEA. (See 46-1735 for explanation.) P & I	Ea
46-1595	TEACHER DIRECTED, LEVEL III, MAIN IDEA SUPPORT. (See 46-1735 for explanation.) P & I	Ea
46-1600	COMPREHENSION, SEQUENCE. (See 46-1735 for explanation.) P & I	Ea
46-1605	TEACHER DIRECTED, LEVEL III, SEQUENCE. (See 46-1735 for explanation.) P & I	Ea

MISCELLANEOUS

46-1735	IMC Z-REQUISITION, 3 COPIES. P & I	Ea

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	COMPREHENSION MATERIALS AND LITERARY STRAND	
46-1510	BUFFALO KILL. A collection of 14 paperback books and accompanying activities that are designed for intermediate Title I children reading at approximately levels G-J in the ABC Series. The materials that accompany each paperback book come in two stapled packets. The Teacher's Guide and the Students pages. Paperback books and worksheets are available through the Reading Resource Teacher. (Limit - 15 copies of a specific title.) Available to you through a Title I Resource Teacher. I	Set
46-1515	CHARLIE THE LONESOME COUGAR. (See 46-1510 for explanation.) I	Set
46-1520	COOL COS. (See 46-1510 for explanation.) I	Set
46-1525	DEAD END SCHOOL. (See 46-1510 for explanation.) I	Set
46-1530	THE GREAT BRAIN AT THE ACADEMY. (See 46-1510 for explanation.) I	Set
46-1535	HENRY AND BEEZUS. (See 46-1510 for explanation.) I	Set
46-1540	ENCYCLOPEDIA BROWN GETS HIS MAN. (See 46-1510 for explanation.) I	Set
46-1545	ENCYCLOPEDIA BROWN TRACKS THEM DOWN. (See 46-1510 for explanation.) I	Set
46-1550	JENNIFER, HECATE, MCBETH, WILLIAM MCKINLEY AND ME, ELIZABETH. (See 46-1510 for explanation.) I	Set
46-1555	J.T. (See 46-1510 for explanation.) I	Set
46-1560	SOUNDER. (See 46-1510 for explanation.) I	Set
46-1565	STUART LITTLE. (See 46-1510 for explanation.) I	Set
46-1570	TRUMPET OF THE SWAN. (See 46-1510 for explanation.) I	Set
46-1575	TUCKER'S COUNTRYSIDE. (See 46-1510 for explanation.) I	Set
46-1580	COMPREHENSION, CAUSE AND EFFECT. Consists of three separate units designed to teach, reinforce, and assess different aspects of children's comprehension skills. The three units include main idea and supporting activities, sequencing, and cause and effect. Available through the Reading Resource Teacher. P & I	Ea
46-1585	TEACHER DIRECTED, LEVEL III, CAUSE AND EFFECT. (See 46-1735 for explanation.) P & I	Ea
46-1590	COMPREHENSION, MAIN IDEA. (See 46-1735 for explanation.) P & I	Ea
46-1595	TEACHER DIRECTED, LEVEL III, MAIN IDEA SUPPORT. (See 46-1735 for explanation.) P & I	Ea
46-1600	COMPREHENSION, SEQUENCE. (See 46-1735 for explanation.) P & I	Ea
46-1605	TEACHER DIRECTED, LEVEL III, SEQUENCE. (See 46-1735 for explanation.) P & I	Ea
	MISCELLANEOUS	
46-1735	IMC Z-REQUISITION, 3 COPIES. P & I	Ea

Minneapolis
Public
Schools

Instructional
Materials
Center

Catalogue of

Title I Reading Materials

Stored in Schools

January
1975

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TITLE I READING PROGRAM

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CATALOGUE OF TITLE I READING MATERIALS STORED IN SCHOOLS

JANUARY 1975

ITEM NUMBER	ARTICLE	UNIT OF MEASURE
	LITTLE BOOKS	
46-2001	REBUS LITTLE BOOKS, BOOK 1	Pad
46-2004	REBUS LITTLE BOOKS, BOOK 2	Pad
46-2007	REBUS LITTLE BOOKS, BOOK 3	Pad
46-2010	REBUS LITTLE BOOKS, BOOK 4	Pad
46-2013	REBUS LITTLE BOOKS, BOOK 5	Pad
46-2016	REBUS LITTLE BOOKS, BOOK 6	Pad
46-2019	MINI LITTLE BOOKS, UNIT 1	Pad
46-2023	MINI LITTLE BOOKS, UNIT 2	Pad
46-2026	MINI LITTLE BOOKS, UNIT 3	Pad
46-2029	MINI LITTLE BOOKS, UNIT 4	Pad
46-2032	MINI LITTLE BOOKS, UNIT 5	Pad
46-2035	MINI LITTLE BOOKS, UNIT 6	Pad
46-2038	MINI LITTLE BOOKS, UNIT 7	Pad
46-2041	MINI LITTLE BOOKS, UNIT 8	Pad
46-2043	MINI LITTLE BOOKS, UNIT 9	Pad
46-2045	MINI LITTLE BOOKS, UNIT 10	Pad
46-2048	MINI LITTLE BOOKS, UNIT 11	Pad
46-2051	MINI LITTLE BOOKS, UNIT 12	Pad
46-2054	MINI LITTLE BOOKS, UNIT 13	Pad
46-2057	MINI LITTLE BOOKS, UNIT 14	Pad
46-2060	MINI LITTLE BOOKS, UNIT 15	Pad
46-2063	MINI LITTLE BOOKS, UNIT 16	Pad
46-2065	MODIFIED A LITTLE BOOKS, A1-1	Pad
46-2068	MODIFIED A LITTLE BOOKS, A1-2	Pad
46-2071	MODIFIED A LITTLE BOOKS, A2-1	Pad
46-2074	MODIFIED A LITTLE BOOKS, A2-2	Pad
46-2077	MODIFIED A LITTLE BOOKS, A3-1	Pad
46-2080	MODIFIED A LITTLE BOOKS, A3-2	Pad

ITEM NUMBER	ARTICLE	UNIT OF MEASURE
	LITTLE BOOKS (cont.)	
46-2083	MODIFIED A LITTLE BOOKS, A4-1	Pad
46-2086	MODIFIED A LITTLE BOOKS, A4-2	Pad
46-2089	MODIFIED A LITTLE BOOKS, A5-1	Pad
46-2092	MODIFIED A LITTLE BOOKS, A5-2	Pad
46-2095	MODIFIED A LITTLE BOOKS, A6-1	Pad
46-2098	MODIFIED A LITTLE BOOKS, A6-2	Pad
46-2101	MODIFIED B LITTLE BOOKS, B1-1	Pad
46-2104	MODIFIED B LITTLE BOOKS, B1-2	Pad
46-2107	MODIFIED B LITTLE BOOKS, B2-1	Pad
46-2110	MODIFIED B LITTLE BOOKS, B2-2	Pad
46-2113	MODIFIED B LITTLE BOOKS, B3-1	Pad
46-2116	MODIFIED B LITTLE BOOKS, B3-2	Pad
46-2119	MODIFIED B LITTLE BOOKS, B4-1	Pad
46-2121	MODIFIED B LITTLE BOOKS, B4-2	Pad
46-2124	MODIFIED B LITTLE BOOKS, B5-1	Pad
46-2127	MODIFIED B LITTLE BOOKS, B5-2	Pad
46-2130	MODIFIED B LITTLE BOOKS, B6-1	Pad
46-2133	MODIFIED B LITTLE BOOKS, B6-2	Pad
46-2136	MODIFIED B LITTLE BOOKS, B7-1	Pad
46-2139	MODIFIED B LITTLE BOOKS, B7-2	Pad
46-2142	MODIFIED B LITTLE BOOKS, B8-1	Pad
46-2145	MODIFIED B LITTLE BOOKS, B8-2	Pad
46-2148	MODIFIED C LITTLE BOOKS, C1-1	Pad
46-2151	MODIFIED C LITTLE BOOKS, C1-2	Pad
46-2154	MODIFIED C LITTLE BOOKS, C2-1	Pad
46-2157	MODIFIED C LITTLE BOOKS, C2-2	Pad
46-2160	MODIFIED C LITTLE BOOKS, C3-1	Pad
46-2163	MODIFIED C LITTLE BOOKS, C3-2	Pad
46-2166	MODIFIED C LITTLE BOOKS, C4-1	Pad
46-2169	MODIFIED C LITTLE BOOKS, C4-2	Pad
46-2172	MODIFIED C LITTLE BOOKS, C5-1	Pad
46-2175	MODIFIED C LITTLE BOOKS, C5-2	Pad
46-2178	MODIFIED C LITTLE BOOKS, C6-1	Pad
46-2181	MODIFIED C LITTLE BOOKS, C6-2	Pad
46-2184	MODIFIED C LITTLE BOOKS, C7-1	Pad
46-2187	MODIFIED C LITTLE BOOKS, C7-2	Pad
46-2190	MODIFIED C LITTLE BOOKS, C8-1	Pad
46-2193	MODIFIED C LITTLE BOOKS, C8-2	Pad

ITEM NUMBER	ARTICLE	UNIT OF MEASURE
	LITTLE BOOKS (cont.)	
46-2196	MODIFIED C LITTLE BOOKS, C9-1	Pad
46-2199	MODIFIED C LITTLE BOOKS, C9-2	Pad
46-2202	LITTLE BOOKS FOR ABC BASAL PROGRAM, A1, PAD OF 50	Pad
46-2205	LITTLE BOOKS FOR ABC BASAL PROGRAM, A1-2, PAD OF 50	Pad
46-2208	LITTLE BOOKS FOR ABC BASAL PROGRAM, A2, PAD OF 50	Pad
46-2211	LITTLE BOOKS FOR ABC BASAL PROGRAM, A2-2, PAD OF 50	Pad
46-2214	LITTLE BOOKS FOR ABC BASAL PROGRAM, A3, PAD OF 50	Pad
46-2217	LITTLE BOOKS FOR ABC BASAL PROGRAM, A3-2, PAD OF 50	Pad
46-2220	LITTLE BOOKS FOR ABC BASAL PROGRAM, A4, PAD OF 50	Pad
46-2223	LITTLE BOOKS FOR ABC BASAL PROGRAM, A4-2, PAD OF 50	Pad
46-2226	LITTLE BOOKS FOR ABC BASAL PROGRAM, A5, PAD OF 50	Pad
46-2229	LITTLE BOOKS FOR ABC BASAL PROGRAM, A5-2, PAD OF 50	Pad
46-2232	LITTLE BOOKS FOR ABC BASAL PROGRAM, A6, PAD OF 50	Pad
46-2235	LITTLE BOOKS FOR ABC BASAL PROGRAM, A6-2, PAD OF 50	Pad
46-2238	LITTLE BOOKS FOR ABC BASAL PROGRAM, B2, PAD OF 50	Pad
46-2241	LITTLE BOOKS FOR ABC BASAL PROGRAM, B3, PAD OF 50	Pad
46-2244	LITTLE BOOKS FOR ABC BASAL PROGRAM, B4, PAD OF 50	Pad
46-2247	LITTLE BOOKS FOR ABC BASAL PROGRAM, B5, PAD OF 50	Pad
46-2250	LITTLE BOOKS FOR ABC BASAL PROGRAM, B6, PAD OF 50	Pad
46-2253	LITTLE BOOKS FOR ABC BASAL PROGRAM, B7, PAD OF 50	Pad
46-2256	LITTLE BOOKS FOR ABC BASAL PROGRAM, B7-2, PAD OF 50	Pad
46-2259	LITTLE BOOKS FOR ABC BASAL PROGRAM, B8, PAD OF 50	Pad
46-2262	LITTLE BOOKS FOR ABC BASAL PROGRAM, B8-2, PAD OF 50	Pad
46-2265	LITTLE BOOKS FOR ABC BASAL PROGRAM, C2, PAD OF 50	Pad
46-2268	LITTLE BOOKS FOR ABC BASAL PROGRAM, C3, PAD OF 50	Pad
46-2271	LITTLE BOOKS FOR ABC BASAL PROGRAM, C4, PAD OF 50	Pad
46-2274	LITTLE BOOKS FOR ABC BASAL PROGRAM, C5, PAD OF 50	Pad
46-2277	LITTLE BOOKS FOR ABC BASAL PROGRAM, C6, PAD OF 50	Pad
46-2280	LITTLE BOOKS FOR ABC BASAL PROGRAM, C7, PAD OF 50	Pad
46-2283	LITTLE BOOKS FOR ABC BASAL PROGRAM, C8, PAD OF 50	Pad
46-2286	LITTLE BOOKS FOR ABC BASAL PROGRAM, C9, PAD OF 50	Pad
46-2289	LITTLE BOOKS FOR ABC BASAL PROGRAM, D2, PAD OF 50	Pad
46-2292	LITTLE BOOKS FOR ABC BASAL PROGRAM, D3, PAD OF 50	Pad
46-2295	LITTLE BOOKS FOR ABC BASAL PROGRAM, D4, PAD OF 50	Pad
46-2298	LITTLE BOOKS FOR ABC BASAL PROGRAM, D5, PAD OF 50	Pad
46-2301	LITTLE BOOKS FOR ABC BASAL PROGRAM, D6, PAD OF 50	Pad
46-2304	LITTLE BOOKS FOR ABC BASAL PROGRAM, D7, PAD OF 50	Pad

ITEM NUMBER	ARTICLE	UNIT OF MEASURE
	LITTLE BOOKS (cont.)	
46-2307	LITTLE BOOKS FOR ABC BASAL PROGRAM, D8, PAD OF 50	Pad
46-2310	LITTLE BOOKS FOR ABC BASAL PROGRAM, D9, PAD OF 50	Pad
46-2313	LITTLE BOOKS FOR ABC BASAL PROGRAM, D10, PAD OF 50	Pad
46-2316	LITTLE BOOKS FOR ABC BASAL PROGRAM, D11, PAD OF 50	Pad
46-2319	LITTLE BOOKS FOR ABC BASAL PROGRAM, D12, PAD OF 50	Pad
46-2322	LITTLE BOOKS FOR ABC BASAL PROGRAM, D13, PAD OF 50	Pad
46-2325	LITTLE BOOKS FOR ABC BASAL PROGRAM, D14, PAD OF 50	Pad
46-2328	LITTLE BOOKS FOR ABC BASAL PROGRAM, D15, PAD OF 50	Pad
46-2331	LITTLE BOOKS FOR ABC BASAL PROGRAM, D16, PAD OF 50	Pad
46-2334	LITTLE BOOKS FOR ABC BASAL PROGRAM, D17, PAD OF 50	Pad
46-2337	LITTLE BOOKS FOR ABC BASAL PROGRAM, D18, PAD OF 50	Pad
46-2340	LITTLE BOOKS FOR ABC BASAL PROGRAM, D19, PAD OF 50	Pad
46-2343	LITTLE BOOKS FOR ABC BASAL PROGRAM, D20, PAD OF 50	Pad
46-2346	LITTLE BOOKS FOR ABC BASAL PROGRAM, D21, PAD OF 50	Pad
46-2349	LITTLE BOOKS FOR ABC BASAL PROGRAM, D22, PAD OF 50	Pad
46-2352	LITTLE BOOKS FOR ABC BASAL PROGRAM, D23, PAD OF 50	Pad
46-2355	LITTLE BOOKS FOR ABC BASAL PROGRAM, E1, PAD OF 50	Pad
46-2358	LITTLE BOOKS FOR ABC BASAL PROGRAM, E2, PAD OF 50	Pad
46-2361	LITTLE BOOKS FOR ABC BASAL PROGRAM, E3, PAD OF 50	Pad
46-2364	LITTLE BOOKS FOR ABC BASAL PROGRAM, E4, PAD OF 50	Pad
46-2367	LITTLE BOOKS FOR ABC BASAL PROGRAM, E5, PAD OF 50	Pad
46-2370	LITTLE BOOKS FOR ABC BASAL PROGRAM, E6, PAD OF 50	Pad
46-2373	LITTLE BOOKS FOR ABC BASAL PROGRAM, E7, PAD OF 50	Pad
46-2376	LITTLE BOOKS FOR ABC BASAL PROGRAM, E8, PAD OF 50	Pad
46-2379	LITTLE BOOKS FOR ABC BASAL PROGRAM, E9, PAD OF 50	Pad
46-2382	LITTLE BOOKS FOR ABC BASAL PROGRAM, E10, PAD OF 50	Pad
46-2385	LITTLE BOOKS FOR ABC BASAL PROGRAM, E11, PAD OF 50	Pad
46-2388	LITTLE BOOKS FOR ABC BASAL PROGRAM, E12, PAD OF 50	Pad
46-2391	SUPPLEMENTARY F LITTLE BOOKS, SELECTION F-1 AND 2	Pkg.
46-2394	SUPPLEMENTARY F LITTLE BOOKS, SELECTION F-3 AND 4	Pkg.
46-2397	SUPPLEMENTARY F LITTLE BOOKS, SELECTION F-5 AND 6	Pkg.
46-2400	SUPPLEMENTARY F LITTLE BOOKS, SELECTION F-7 AND 8	Pkg.
46-2403	SUPPLEMENTARY F LITTLE BOOKS, SELECTION F-9 AND 10	Pkg.
46-2406	SUPPLEMENTARY F LITTLE BOOKS, SELECTION F-11 AND 12	Pkg.
46-2409	SUPPLEMENTARY F LITTLE BOOKS, SELECTION F-13 AND 14	Pkg.
46-2412	SUPPLEMENTARY F LITTLE BOOKS, SELECTION F-15 AND 16	Pkg.
46-2415	SUPPLEMENTARY F LITTLE BOOKS, SELECTION F-17 AND 18	Pkg.
46-2418	SUPPLEMENTARY F LITTLE BOOKS, SELECTION F-19 AND 20	Pkg.

ITEM NUMBER	ARTICLE	UNIT OF MEASURE
	LITTLE BOOKS (cont.)	
46-2421	SUPPLEMENTARY F LITTLE BOOKS, SELECTION F-21 AND 22	Pkg.
46-2424	SUPPLEMENTARY F LITTLE BOOKS, SELECTION F-23 AND 24	Pkg.
46-2427	SUPPLEMENTARY F LITTLE BOOKS, SELECTION F-25 AND 26	Pkg.
46-2430	SUPPLEMENTARY F LITTLE BOOKS, SELECTION F-27 AND 28	Pkg.
46-2433	SUPPLEMENTARY F LITTLE BOOKS, SELECTION F-29 AND 30	Pkg.
46-2436	SUPPLEMENTARY G LITTLE BOOKS, SELECTION G-1 AND 2	Pkg.
46-2439	SUPPLEMENTARY G LITTLE BOOKS, SELECTION G-3 AND 4	Pkg.
46-2442	SUPPLEMENTARY G LITTLE BOOKS, SELECTION G-5 AND 6	Pkg.
46-2445	SUPPLEMENTARY G LITTLE BOOKS, SELECTION G-7 AND 8	Pkg.
46-2448	SUPPLEMENTARY G LITTLE BOOKS, SELECTION G-9 AND 10	Pkg.
46-2451	SUPPLEMENTARY G LITTLE BOOKS, SELECTION G-11 AND 12	Pkg.
46-2454	SUPPLEMENTARY G LITTLE BOOKS, SELECTION G-13 AND 14	Pkg.
46-2457	SUPPLEMENTARY G LITTLE BOOKS, SELECTION G-15 AND 16	Pkg.
46-2460	SUPPLEMENTARY G LITTLE BOOKS, SELECTION G-17 AND 18	Pkg.
46-2463	SUPPLEMENTARY G LITTLE BOOKS, SELECTION G-19 AND 20	Pkg.
46-2466	SUPPLEMENTARY G LITTLE BOOKS, SELECTION G-21 AND 22	Pkg.
46-2469	SUPPLEMENTARY G LITTLE BOOKS, SELECTION G-23 AND 24	Pkg.
46-2472	SUPPLEMENTARY G LITTLE BOOKS, SELECTION G-25 AND 26	Pkg.
46-2475	SUPPLEMENTARY G LITTLE BOOKS, SELECTION G-27 AND 28	Pkg.
46-2478	SUPPLEMENTARY G LITTLE BOOKS, SELECTION G-29 AND 30	Pkg.
46-2481	SUPPLEMENTARY G LITTLE BOOKS, SELECTION G-31	Pkg.
46-2484	SUPPLEMENTARY H LITTLE BOOKS, SELECTION H-1 AND 2	Pkg.
46-2487	SUPPLEMENTARY H LITTLE BOOKS, SELECTION H-3 AND 4	Pkg.
46-2490	SUPPLEMENTARY H LITTLE BOOKS, SELECTION H-5 AND 6	Pkg.
46-2493	SUPPLEMENTARY H LITTLE BOOKS, SELECTION H-7 AND 8	Pkg.
46-2496	SUPPLEMENTARY H LITTLE BOOKS, SELECTION H-9 AND 10	Pkg.
46-2499	SUPPLEMENTARY H LITTLE BOOKS, SELECTION H-11 AND 12	Pkg.
46-2502	SUPPLEMENTARY H LITTLE BOOKS, SELECTION H-13 AND 14	Pkg.
46-2505	SUPPLEMENTARY H LITTLE BOOKS, SELECTION H-15 AND 16	Pkg.
46-2508	SUPPLEMENTARY H LITTLE BOOKS, SELECTION H-17 AND 18	Pkg.
46-2511	SUPPLEMENTARY H LITTLE BOOKS, SELECTION H-19 AND 20	Pkg.
46-2514	SUPPLEMENTARY H LITTLE BOOKS, SELECTION H-21 AND 22	Pkg.
46-2517	SUPPLEMENTARY H LITTLE BOOKS, SELECTION H-23 AND 24	Pkg.
46-2520	SUPPLEMENTARY H LITTLE BOOKS, SELECTION H-25 AND 26	Pkg.
46-2523	SUPPLEMENTARY H LITTLE BOOKS, SELECTION H-27 AND 28	Pkg.
46-2526	SUPPLEMENTARY H LITTLE BOOKS, SELECTION H-29 AND 30	Pkg.

ITEM NUMBER	ARTICLE	UNIT OF MEASURE
	SKILLSHEETS	
46-3001	REBUS SKILLSHEETS, LESSON 1 STEP B	Pad
46-3004	REBUS SKILLSHEETS, LESSON 1 STEP C	Pad
46-3007	REBUS SKILLSHEETS, LESSON 1 SUPPLEMENTARY SHEET A	Pad
46-3010	REBUS SKILLSHEETS, LESSON 1 SUPPLEMENTARY SHEET B	Pad
46-3013	REBUS SKILLSHEETS, LESSON 2 STEP B	Pad
46-3016	REBUS SKILLSHEETS, LESSON 2 STEP C	Pad
46-3019	REBUS SKILLSHEETS, LESSON 2 SUPPLEMENTARY SHEET A	Pad
46-3022	REBUS SKILLSHEETS, LESSON 2 SUPPLEMENTARY SHEET B	Pad
46-3025	REBUS SKILLSHEETS, LESSON 3 STEP B	Pad
46-3028	REBUS SKILLSHEETS, LESSON 3 STEP C	Pad
46-3031	REBUS SKILLSHEETS, LESSON 3 SUPPLEMENTARY	Pad
46-3034	REBUS SKILLSHEETS, LESSON 4 STEP C	Pad
46-3037	REBUS SKILLSHEETS, LESSON 4 SUPPLEMENTARY SHEET A	Pad
46-3040	REBUS SKILLSHEETS, LESSON 4 SUPPLEMENTARY SHEET B	Pad
46-3043	REBUS SKILLSHEETS, LESSON 5 STEP B	Pad
46-3046	REBUS SKILLSHEETS, LESSON 5 STEP C	Pad
46-3049	REBUS SKILLSHEETS, LESSON 5 REBUS BOOK 1	Pad
46-3052	REBUS SKILLSHEETS, LESSON 5 BOOK 2	Pad
46-3055	REBUS SKILLSHEETS, LESSON 6 STEP B	Pad
46-3058	REBUS SKILLSHEETS, LESSON 6 SUPPLEMENTARY SHEET A	Pad
46-3061	REBUS SKILLSHEETS, LESSON 6 SUPPLEMENTARY SHEET B	Pad
46-3064	REBUS SKILLSHEETS, LESSON 7 STEP A	Pad
46-3067	REBUS SKILLSHEETS, LESSON 7 STEP B	Pad
46-3070	REBUS SKILLSHEETS, LESSON 7 STEP C	Pad
46-3073	REBUS SKILLSHEETS LESSON 7 SUPPLEMENTARY SHEET A	Pad
46-3076	REBUS SKILLSHEETS, LESSON 7 SUPPLEMENTARY SHEET B	Pad
46-3079	REBUS SKILLSHEETS, LESSON 8 STEP C	Pad
46-3082	REBUS SKILLSHEETS, LESSON 8 SUPPLEMENTARY SHEET A	Pad
46-3085	REBUS SKILLSHEETS, LESSON 8 SUPPLEMENTARY SHEET B	Pad
46-3088	REBUS SKILLSHEETS, LESSON 9 STEP B	Pad
46-3091	REBUS SKILLSHEETS, LESSON 9 SUPPLEMENTARY	Pad
46-3094	REBUS SKILLSHEETS, LESSON 9 REBUS BOOK 3	Pad
46-3097	REBUS SKILLSHEETS, LESSON 9 REBUS BOOK	Pad
46-3100	REBUS SKILLSHEETS, LESSON 10 STEP A	Pad
46-3103	REBUS SKILLSHEETS, LESSON 10 SUPPLEMENTARY SHEET A	Pad
46-3106	REBUS SKILLSHEETS, LESSON 10 SUPPLEMENTARY SHEET B	Pad
46-3109	REBUS SKILLSHEETS, LESSON 10 SUPPLEMENTARY SHEET C	Pad

ITEM NUMBER	ARTICLE	UNIT OF MEASURE
	SKILLSHEETS (cont.)	
46-3112	REBUS SKILLSHEETS, LESSON 11 STEP A	Pad
46-3115	REBUS SKILLSHEETS, LESSON 11 STEP B	Pad
46-3118	REBUS SKILLSHEETS, LESSON 11 SUPPLEMENTARY SHEET A	Pad
46-3121	REBUS SKILLSHEETS, LESSON 11 SUPPLEMENTARY SHEET B	Pad
46-3124	REBUS SKILLSHEETS, LESSON 11 SUPPLEMENTARY SHEET C	Pad
46-3127	REBUS SKILLSHEETS, LESSON 11 SUPPLEMENTARY SHEET D	Pad
46-3130	REBUS SKILLSHEETS, LESSON 11 REBUS BOOK 5	Pad
46-3133	REBUS SKILLSHEETS, LESSON 11 REBUS BOOK	Pad
46-3136	MINI SKILLSHEETS, M1-1 AND M1-2	Pad
46-3139	MINI SKILLSHEETS, M2-1	Pad
46-3142	MINI SKILLSHEETS, M2-2	Pad
46-3145	MINI SKILLSHEETS, M3-1	Pad
46-3148	MINI SKILLSHEETS, M3-2	Pad
46-3151	MINI SKILLSHEETS, M4-1 AND M4-2	Pad
46-3154	MINI SKILLSHEETS, M5-1 AND M5-2	Pad
46-3157	MINI SKILLSHEETS, M6-1 AND M6-2	Pad
46-3160	MINI SKILLSHEETS, M7-1 AND M7-2	Pad
46-3163	MINI SKILLSHEETS, M8-1	Pad
46-3166	MINI SKILLSHEETS, M8-2	Pad
46-3169	MINI SKILLSHEETS, M9-1	Pad
46-3172	MINI SKILLSHEETS, M9-2	Pad
46-3175	MINI SKILLSHEETS, M10-1	Pad
46-3178	MINI SKILLSHEETS, M10-2	Pad
46-3181	MINI SKILLSHEETS, M11-1	Pad
46-3184	MINI SKILLSHEETS, M11-2	Pad
46-3187	MINI SKILLSHEETS M12-1 AND M12-2	Pad
46-3190	MINI SKILLSHEETS, M13-1 AND M13-2	Pad
46-3193	MINI SKILLSHEETS, M14-1	Pad
46-3196	MINI SKILLSHEETS, M14-2	Pad
46-3199	MINI SKILLSHEETS, M15-1 AND M15-2	Pad
46-3202	MINI SKILLSHEETS, M16-1	Pad
46-3205	MINI SKILLSHEETS, M16-2	Pad
46-3208	MODIFIED A SKILLSHEETS, A1-1 AND A1-2, PAD OF 50	Pad
46-3211	MODIFIED A SKILLSHEETS, A1-3, PAD OF 50	Pad
46-3214	MODIFIED A SKILLSHEETS, A2-1 AND A2-2, PAD OF 50	Pad
46-3217	MODIFIED A SKILLSHEETS, A2-3, PAD OF 50	Pad
46-3220	MODIFIED A SKILLSHEETS, A2-4 AND A2-5, PAD OF 50	Pad

ITEM NUMBER	ARTICLE	UNIT OF MEASURE
	SKILLSHEETS (cont.)	
46-3223	MODIFIED A SKILLSHEETS, A3-1 AND A3-2, PAD OF 50	Pad
46-3226	MODIFIED A SKILLSHEETS, A3-3, PAD OF 50	Pad
46-3229	MODIFIED A SKILLSHEETS, A3-4, PAD OF 50	Pad
46-3232	MODIFIED A SKILLSHEETS, A3-5 AND A3-6, PAD OF 50	Pad
46-3235	MODIFIED A SKILLSHEETS, A4-1 AND A4-2, PAD OF 50	Pad
46-3238	MODIFIED A SKILLSHEETS, A4-3, PAD OF 50	Pad
46-3241	MODIFIED A SKILLSHEETS, A4-4 AND A4-5, PAD OF 50	Pad
46-3244	MODIFIED A SKILLSHEETS, A4-6 AND A4-7, PAD OF 50	Pad
46-3247	MODIFIED A SKILLSHEETS, A5-1 AND A5-2, PAD OF 50	Pad
46-3250	MODIFIED A SKILLSHEETS, A5-3, PAD OF 50	Pad
46-3253	MODIFIED A SKILLSHEETS, A5-4 AND A5-5, PAD OF 50	Pad
46-3256	MODIFIED A SKILLSHEETS, A5-6, PAD OF 50	Pad
46-3259	MODIFIED A SKILLSHEETS, A5-7, PAD OF 50	Pad
46-3262	MODIFIED A SKILLSHEETS, A6-1 AND A6-2, PAD OF 50	Pad
46-3265	MODIFIED A SKILLSHEETS, A6-3, PAD OF 50	Pad
46-3268	MODIFIED A SKILLSHEETS, A6-4 AND A6-5, PAD OF 50	Pad
46-3271	MODIFIED A SKILLSHEETS, A6-6, PAD OF 50	Pad
46-3274	MODIFIED A SKILLSHEETS, A6-7, PAD OF 50	Pad
46-3277	MODIFIED B SKILLSHEETS, B1-1, PAD OF 50	Pad
46-3280	MODIFIED B SKILLSHEETS, B1-2, PAD OF 50	Pad
46-3283	MODIFIED B SKILLSHEETS, B1-3 AND B1-4, PAD OF 50	Pad
46-3286	MODIFIED B SKILLSHEETS, B2-1 AND B2-2, PAD OF 50	Pad
46-3289	MODIFIED B SKILLSHEETS, B2-3, PAD OF 50	Pad
46-3292	MODIFIED B SKILLSHEETS, B2-4, PAD OF 50	Pad
46-3295	MODIFIED B SKILLSHEETS, B2-5 and B2-6, PAD OF 50	Pad
46-3298	MODIFIED B SKILLSHEETS, B2-7 AND B2-8, PAD OF 50	Pad
46-3300	MODIFIED B SKILLSHEETS, B2-9 AND B2-10, PAD OF 50	Pad
46-3303	MODIFIED B SKILLSHEETS, B2-11 AND B2-12, PAD OF 50	Pad
46-3306	MODIFIED B SKILLSHEETS, B2-13 AND B2-14, PAD OF 50	Pad
46-3315	MODIFIED B SKILLSHEETS, B3-2 AND B3-3, PAD OF 50	Pad
46-3318	MODIFIED B SKILLSHEETS, B3-4 AND B3-5, PAD OF 50	Pad
46-3321	MODIFIED B SKILLSHEETS, B3-6 AND B3-7, PAD OF 50	Pad
46-3324	MODIFIED B SKILLSHEETS, B3-8 AND B3-9, PAD OF 50	Pad
46-3327	MODIFIED B SKILLSHEETS, B4-1 AND B4-2, PAD OF 50	Pad
46-3330	MODIFIED B SKILLSHEETS, B4-3 AND B4-4, PAD OF 50	Pad
46-3333	MODIFIED B SKILLSHEETS, B4-5, PAD OF 50	Pad
46-3336	MODIFIED B SKILLSHEETS, B4-6, PAD OF 50	Pad

ITEM NUMBER	ARTICLE	UNIT OF MEASURE
	SKILLSHEETS (cont.)	
46-3339	MODIFIED B SKILLSHEETS, B5-1, PAD OF 50	Pad
46-3342	MODIFIED B SKILLSHEETS, B5-2, PAD OF 50	Pad
46-3345	MODIFIED B SKILLSHEETS, B5-3 AND B5-4, PAD OF 50	Pad
46-3348	MODIFIED B SKILLSHEETS, B5-5 AND B5-6, PAD OF 50	Pad
46-3351	MODIFIED B SKILLSHEETS, B5-7, PAD OF 50	Pad
46-3354	MODIFIED B SKILLSHEETS, B5-8 AND B5-9, PAD OF 50	Pad
46-3357	MODIFIED B SKILLSHEETS, B5-10 AND B5-11, PAD OF 50	Pad
46-3360	MODIFIED B SKILLSHEETS, B5-12 AND B5-13, PAD OF 50	Pad
46-3363	MODIFIED B SKILLSHEETS, B6-1 AND B6-2, PAD OF 50	Pad
46-3366	MODIFIED B SKILLSHEETS, B6-3 AND B6-4, PAD OF 50	Pad
46-3369	MODIFIED B SKILLSHEETS, B6-5 AND B6-6, PAD OF 50	Pad
46-3372	MODIFIED B SKILLSHEETS, B6-7, PAD OF 50	Pad
46-3375	MODIFIED B SKILLSHEETS, B6-8 AND B6-9, PAD OF 50	Pad
46-3378	MODIFIED B SKILLSHEETS, B7-1 AND B7-2, PAD OF 50	Pad
46-3381	MODIFIED B SKILLSHEETS, B7-3 AND B7-4, PAD OF 50	Pad
46-3384	MODIFIED B SKILLSHEETS, B7-5 AND B7-6, PAD OF 50	Pad
46-3387	MODIFIED B SKILLSHEETS, B7-7 AND B7-8, PAD OF 50	Pad
46-3390	MODIFIED B SKILLSHEETS, B8-1, PAD OF 50	Pad
46-3393	MODIFIED B SKILLSHEETS, B8-2 AND B8-3, PAD OF 50	Pad
46-3395	MODIFIED B SKILLSHEETS, B8-4 AND B8-5, PAD OF 50	Pad
46-3398	MODIFIED B SKILLSHEETS, B8-6, PAD OF 50	Pad
46-3401	MODIFIED B SKILLSHEETS, B8-7, PAD OF 50	Pad
46-3404	MODIFIED B SKILLSHEETS, B8-8 AND B8-9, PAD OF 50	Pad
46-3407	MODIFIED B SKILLSHEETS, B8-10 AND B8-11, PAD OF 50	Pad
46-3410	MODIFIED B SKILLSHEETS, B8-12 AND B8-13, PAD OF 50	Pad
46-3413	MODIFIED B SKILLSHEETS, B8-14 AND B8-15, PAD OF 50	Pad
46-3416	MODIFIED C SKILLSHEETS, C1-1, PAD OF 50	Pad
46-3419	MODIFIED C SKILLSHEETS, C1-2, PAD OF 50	Pad
46-3422	MODIFIED C SKILLSHEETS, C2-1 AND C2-2, PAD OF 50	Pad
46-3425	MODIFIED C SKILLSHEETS, C2-3 AND C2-4, PAD OF 50	Pad
46-3428	MODIFIED C SKILLSHEETS, C2-5 AND C2-6, PAD OF 50	Pad
46-3431	MODIFIED C SKILLSHEETS, C2-7 AND C2-8, PAD OF 50	Pad
46-3434	MODIFIED C SKILLSHEETS, C3-1 AND C3-2, PAD OF 50	Pad
46-3437	MODIFIED C SKILLSHEETS, C3-3 AND C3-4, PAD OF 50	Pad
46-3440	MODIFIED C SKILLSHEETS, C3-5 AND C3-6, PAD OF 50	Pad
46-3443	MODIFIED C SKILLSHEETS, C3-7, PAD OF 50	Pad

ITEM NUMBER	ARTICLE	UNIT OF MEASURE
	SKILLSHEETS (cont.)	
46-3446	MODIFIED C SKILLSHEETS, C4-1 AND C4-2, PAD OF 50	Pad
46-3449	MODIFIED C SKILLSHEETS, C4-3 AND C4-4, PAD OF 50	Pad
46-3452	MODIFIED C SKILLSHEETS, C4-5 AND C4-6, PAD OF 50	Pad
46-3455	MODIFIED C SKILLSHEETS, C5-1 AND C5-2, PAD OF 50	Pad
46-3458	MODIFIED C SKILLSHEETS, C5-3, PAD OF 50	Pad
46-3461	MODIFIED C SKILLSHEETS, C5-4 AND C5-5, PAD OF 50	Pad
46-3464	MODIFIED C SKILLSHEETS, C5-6 AND C5-7, PAD OF 50	Pad
46-3467	MODIFIED C SKILLSHEETS, C6-1, PAD OF 50	Pad
46-3470	MODIFIED C SKILLSHEETS, C6-2 AND C6-3, PAD OF 50	Pad
46-3473	MODIFIED C SKILLSHEETS, C6-4 AND C6-5, PAD OF 50	Pad
46-3476	MODIFIED C SKILLSHEETS, C6-6, PAD OF 50	Pad
46-3479	MODIFIED C SKILLSHEETS, C6-7 AND C6-8, PAD OF 50	Pad
46-3482	MODIFIED C SKILLSHEETS, C6-9 AND C6-10, PAD OF 50	Pad
46-3485	MODIFIED C SKILLSHEETS, C7-1 AND C7-2, PAD OF 50	Pad
46-3488	MODIFIED C SKILLSHEETS, C7-3 AND C7-4, PAD OF 50	Pad
46-3491	MODIFIED C SKILLSHEETS, C7-5 AND C7-6, PAD OF 50	Pad
46-3494	MODIFIED C SKILLSHEETS, C7-7 AND C7-8, PAD OF 50	Pad
46-3497	MODIFIED C SKILLSHEETS, C7-9 AND C7-10, PAD OF 50	Pad
46-3500	MODIFIED C SKILLSHEETS, C8-1 AND C8-2, PAD OF 50	Pad
46-3503	MODIFIED C SKILLSHEETS, C8-3 AND C8-4, PAD OF 50	Pad
46-3506	MODIFIED C SKILLSHEETS, C8-5 AND C8-6, PAD OF 50	Pad
46-3509	MODIFIED C SKILLSHEETS, C8-7 AND C8-8, PAD OF 50	Pad
46-3512	MODIFIED C SKILLSHEETS, C8-9 AND C8-10, PAD OF 50	Pad
46-3515	MODIFIED C SKILLSHEETS, C9-1 AND C9-2, PAD OF 50	Pad
46-3518	MODIFIED C SKILLSHEETS, C9-3 AND C9-4, PAD OF 50	Pad
46-3521	MODIFIED C SKILLSHEETS, C9-5 AND C9-6, PAD OF 50	Pad
46-3524	MODIFIED C SKILLSHEETS, C9-7 AND C9-8, PAD OF 50	Pad
46-3530	MODIFIED C SKILLSHEETS, C9-9 AND C9-10, PAD OF 50	Pad
46-3533	BASAL PROGRAM SKILLSHEETS, D1-1 AND D1-2, PAD OF 50	Pad
46-3536	BASAL PROGRAM SKILLSHEETS, D1-3 AND D1-4, PAD OF 50	Pad
46-3539	BASAL PROGRAM SKILLSHEETS, D1-5 AND D1-6, PAD OF 50	Pad
46-3542	BASAL PROGRAM SKILLSHEETS, D2-1 AND D2-2, PAD OF 50	Pad
46-3545	BASAL PROGRAM SKILLSHEETS, D2-3 AND D2-4, PAD OF 50	Pad
46-3548	BASAL PROGRAM SKILLSHEETS, D2-5 AND D2-6, PAD OF 50	Pad
46-3551	BASAL PROGRAM SKILLSHEETS, D3-1 AND D3-2, PAD OF 50	Pad
46-3554	BASAL PROGRAM SKILLSHEETS, D3-3 AND D3-4, PAD OF 50	Pad

ITEM NUMBER	ARTICLE	UNIT OF MEASURE
	SKILLSHEETS (cont.)	
46-3557	BASAL PROGRAM SKILLSHEETS, D4-1 AND D4-2, PAD OF 50	Pad
46-3560	BASAL PROGRAM SKILLSHEETS, D4-3 AND D4-4, PAD OF 50	Pad
46-3563	BASAL PROGRAM SKILLSHEETS, D4-5 AND D4-6, PAD OF 50	Pad
46-3566	BASAL PROGRAM SKILLSHEETS, D5-1 AND D5-2, PAD OF 50	Pad
46-3569	BASAL PROGRAM SKILLSHEETS, D5-3 AND D5-4, PAD OF 50	Pad
46-3572	BASAL PROGRAM SKILLSHEETS, D5-5 AND D5-6, PAD OF 50	Pad
46-3575	BASAL PROGRAM SKILLSHEETS, D6-1 AND D6-2, PAD OF 50	Pad
46-3578	BASAL PROGRAM SKILLSHEETS, D6-3 AND D6-4, PAD OF 50	Pad
46-3581	BASAL PROGRAM SKILLSHEETS, D7-1 AND D7-2, PAD OF 50	Pad
46-3584	BASAL PROGRAM SKILLSHEETS, D7-3 AND D7-4, PAD OF 50	Pad
46-3587	BASAL PROGRAM SKILLSHEETS, D8-1 AND D8-2, PAD OF 50	Pad
46-3590	BASAL PROGRAM SKILLSHEETS, D8-3 AND D8-4, PAD OF 50	Pad
46-3594	BASAL PROGRAM SKILLSHEETS, D9-1 AND D9-2, PAD OF 50	Pad
46-3597	BASAL PROGRAM SKILLSHEETS, D9-3 AND D9-4, PAD OF 50	Pad
46-3600	BASAL PROGRAM SKILLSHEETS, D10-1 AND D10-2, PAD OF 50	Pad
46-3603	BASAL PROGRAM SKILLSHEETS, D10-3 AND D10-4, PAD OF 50	Pad
46-3606	BASAL PROGRAM SKILLSHEETS, D11-1 AND D11-2, PAD OF 50	Pad
46-3609	BASAL PROGRAM SKILLSHEETS, D11-3 AND D11-4, PAD OF 50	Pad
46-3612	BASAL PROGRAM SKILLSHEETS, D12-1 AND D12-2, PAD OF 50	Pad
46-3615	BASAL PROGRAM SKILLSHEETS, D13-1 AND D13-2, PAD OF 50	Pad
46-3618	BASAL PROGRAM SKILLSHEETS, D13-3 AND D13-4, PAD OF 50	Pad
46-3621	BASAL PROGRAM SKILLSHEETS, D13-5 AND D13-6, PAD OF 50	Pad
46-3624	BASAL PROGRAM SKILLSHEETS, D14-1 AND D14-2, PAD OF 50	Pad
46-3627	BASAL PROGRAM SKILLSHEETS, D14-3 AND D14-4, PAD OF 50	Pad
46-3630	BASAL PROGRAM SKILLSHEETS, D15-1 AND D15-2, PAD OF 50	Pad
46-3633	BASAL PROGRAM SKILLSHEETS, D15-3, PAD OF 50	Pad
46-3636	BASAL PROGRAM SKILLSHEETS, D16-1 AND D16-2, PAD OF 50	Pad
46-3639	BASAL PROGRAM SKILLSHEETS, D16-3 AND D16-4, PAD OF 50	Pad
46-3641	BASAL PROGRAM SKILLSHEETS, D17-1 AND D17-2, PAD OF 50	Pad
46-3644	BASAL PROGRAM SKILLSHEETS, D17-3 AND D17-4, PAD OF 50	Pad
46-3647	BASAL PROGRAM SKILLSHEETS, D17-5 AND D17-6, PAD OF 50	Pad
46-3650	BASAL PROGRAM SKILLSHEETS, D18-1 AND D18-2, PAD OF 50	Pad
46-3653	BASAL PROGRAM SKILLSHEETS, D18-3, PAD OF 50	Pad
46-3656	BASAL PROGRAM SKILLSHEETS, D19-1 AND D19-2, PAD OF 50	Pad
46-3659	BASAL PROGRAM SKILLSHEETS, D19-3 AND D19-4, PAD OF 50	Pad
46-3662	BASAL PROGRAM SKILLSHEETS, D20-1 AND D20-2, PAD OF 50	Pad
46-3665	BASAL PROGRAM SKILLSHEETS, D20-3 AND D20-4, PAD OF 50	Pad

ITEM NUMBER	ARTICLE	UNIT OF MEASURE
	SKILLSHEETS (cont.)	
46-3668	BASAL PROGRAM SKILLSHEETS, D21-1 AND D21-2, PAD OF 50	Pad
46-3671	BASAL PROGRAM SKILLSHEETS, D21-3 AND D21-4, PAD OF 50	Pad
46-3674	BASAL PROGRAM SKILLSHEETS, D21-5, PAD OF 50	Pad
46-3677	BASAL PROGRAM SKILLSHEETS, D22-1 AND D22-2, PAD OF 50	Pad
46-3680	BASAL PROGRAM SKILLSHEETS, D22-3 AND D22-4, PAD OF 50	Pad
46-3683	BASAL PROGRAM SKILLSHEETS, D23-1 AND D23-2, PAD OF 50	Pad
46-3686	BASAL PROGRAM SKILLSHEETS, D23-3 AND D23-4, PAD OF 50	Pad
46-3689	BASAL PROGRAM SKILLSHEETS, D23-5 AND D23-6, PAD OF 50	Pad
46-3691	BASAL PROGRAM SKILLSHEETS, D23-7 AND D23-8, PAD OF 50	Pad
46-3694	BASAL PROGRAM SKILLSHEETS, E1-1 AND E1-2, PAD OF 50	Pad
46-3697	BASAL PROGRAM SKILLSHEETS, E1-3 AND E1-4, PAD OF 50	Pad
46-3700	BASAL PROGRAM SKILLSHEETS, E1-5 AND E1-6, PAD OF 50	Pad
46-3703	BASAL PROGRAM SKILLSHEETS, E2-1 AND E2-2, PAD OF 50	Pad
46-3706	BASAL PROGRAM SKILLSHEETS, E2-3 AND E2-4, PAD OF 50	Pad
46-3709	BASAL PROGRAM SKILLSHEETS, E2-5 AND E2-6, PAD OF 50	Pad
46-3712	BASAL PROGRAM SKILLSHEETS, E3-1 AND E3-2, PAD OF 50	Pad
46-3715	BASAL PROGRAM SKILLSHEETS, E3-3 AND E3-4, PAD OF 50	Pad
46-3718	BASAL PROGRAM SKILLSHEETS, E3-5 AND E3-6, PAD OF 50	Pad
46-3721	BASAL PROGRAM SKILLSHEETS, E4-1 AND E4-2, PAD OF 50	Pad
46-3724	BASAL PROGRAM SKILLSHEETS, E4-3 AND E4-4, PAD OF 50	Pad
46-37[illegible]7	BASAL PROGRAM SKILLSHEETS, E4-5, PAD OF 50	Pad
46-3730	BASAL PROGRAM SKILLSHEETS, E5-1 AND E5-2, PAD OF 50	Pad
46-3733	BASAL PROGRAM SKILLSHEETS, E5-3 AND E5-4, PAD OF 50	Pad
46-3736	BASAL PROGRAM SKILLSHEETS, E6-1 AND E6-2, PAD OF 50	Pad
46-3739	BASAL PROGRAM SKILLSHEETS, E6-3 AND E6-4, PAD OF 50	Pad
46-37[illegible]2	BASAL PROGRAM SKILLSHEETS, E7-1 AND E7-2, PAD OF 50	Pad
46-3745	BASAL PROGRAM SKILLSHEETS, E7-3 AND E7-4, PAD OF 50	Pad
46-3747	BASAL PROGRAM SKILLSHEETS, E7-5, PAD OF 50	Pad
46-3748	BASAL PROGRAM SKILLSHEETS, E8-1 AND E8-2, PAD OF 50	Pad
46-3751	BASAL PROGRAM SKILLSHEETS, E9-1 AND E9-2, PAD OF 50	Pad
46-3754	BASAL PROGRAM SKILLSHEETS, E9-3 AND E9-4, PAD OF 50	Pad
46-3757	BASAL PROGRAM SKILLSHEETS, E10-1 AND E10-2, PAD OF 50	Pad
46-3760	BASAL PROGRAM SKILLSHEETS, E10-3 AND E10-4, PAD OF 50	Pad
46-3763	BASAL PROGRAM SKILLSHEETS, E11-1 AND E11-2, PAD OF 50	Pad
46-3766	BASAL PROGRAM SKILLSHEETS, E11-3 AND E11-4, PAD OF 50	Pad
46-3769	BASAL PROGRAM SKILLSHEETS, E11-5 AND E11-6, PAD OF 51	Pad

ITEM NUMBER	ARTICLE	UNIT OF MEASURE
	SKILLSHEETS (cont.)	
46-3772	BASAL PROGRAM SKILLSHEETS, E12-1 AND E12-2, PAD OF 50	Pad
46-3775	BASAL PROGRAM SKILLSHEETS, E12-3 AND E12-4, PAD OF 50	Pad
46-3778	BASAL PROGRAM SKILLSHEETS, E13-1 AND E13-2, PAD OF 50	Pad
46-3781	BASAL PROGRAM SKILLSHEETS, E13-3, PAD OF 50	Pad
46-3784	BASAL PROGRAM SKILLSHEETS, E13-4, PAD OF 50	Pad
46-3787	BASAL PROGRAM SKILLSHEETS, E14-1 AND E14-2, PAD OF 50	Pad
46-3790	BASAL PROGRAM SKILLSHEETS, E14-3 AND E14-4, PAD OF 50	Pad
46-3793	BASAL PROGRAM SKILLSHEETS, E15-1 AND E15-2, PAD OF 50	Pad
46-3796	BASAL PROGRAM SKILLSHEETS, E15-3 AND E15-4, PAD OF 50	Pad
46-3799	BASAL PROGRAM SKILLSHEETS, E15-5(1) AND E15-5(2), PAD OF 50	Pad
46-3802	BASAL PROGRAM SKILLSHEETS, E16-1 AND E16-2, PAD OF 50	Pad
46-3805	BASAL PROGRAM SKILLSHEETS, E16-3 AND E16-4, PAD OF 50	Pad
46-3808	BASAL PROGRAM SKILLSHEETS, E17-1 AND E17-2, PAD OF 50	Pad
46-3811	BASAL PROGRAM SKILLSHEETS, E17-3 AND E17-4, PAD OF 50	Pad
46-3814	BASAL PROGRAM SKILLSHEETS, E18-1 AND E18-2, PAD OF 50	Pad
46-3817	BASAL PROGRAM SKILLSHEETS, E18-3 AND E18-4, PAD OF 50	Pad
46-3820	BASAL PROGRAM SKILLSHEETS, E18-5, PAD OF 50	Pad
46-3823	BASAL PROGRAM SKILLSHEETS, E19-1 AND E19-2, PAD OF 50	Pad
46-3826	BASAL PROGRAM SKILLSHEETS, E19-3, PAD OF 50	Pad
46-3827	BASAL PROGRAM SKILLSHEETS, E19-4, PAD OF 50	Pad
46-3829	BASAL PROGRAM SKILLSHEETS, E20-1 AND E20-2, PAD OF 50	Pad
46-3832	BASAL PROGRAM SKILLSHEETS, E20-3, PAD OF 50	Pad
46-3835	BASAL PROGRAM SKILLSHEETS, E21-1(1) AND E21-1(2), PAD OF 50	Pad
46-3838	BASAL PROGRAM SKILLSHEETS, E21-2 AND E21-3, PAD OF 50	Pad
46-3841	BASAL PROGRAM SKILLSHEETS, E21-4, PAD OF 50	Pad
46-3844	BASAL PROGRAM SKILLSHEETS, E22-1 AND E22-2, PAD OF 50	Pad
46-3847	BASAL PROGRAM SKILLSHEETS, E22-3 AND E22-4, PAD OF 50	Pad
46-3850	BASAL PROGRAM SKILLSHEETS, E23-1 AND E23-2, PAD OF 50	Pad
46-3853	BASAL PROGRAM SKILLSHEETS, E23-3, PAD OF 50	Pad
46-3856	BASAL PROGRAM SKILLSHEETS, E23-4 AND E23-5, PAD OF 50	Pad
46-3859	BASAL PROGRAM SKILLSHEETS, E24-1 AND E24-2, PAD OF 50	Pad
46-3862	BASAL PROGRAM SKILLSHEETS, E24-3 AND E24-4, PAD OF 50	Pad
46-3865	BASAL PROGRAM SKILLSHEETS, E25-1 AND E25-2, PAD OF 50	Pad
46-3868	BASAL PROGRAM SKILLSHEETS, E26-1 AND E26-2, PAD OF 50	Pad
46-3871	BASAL PROGRAM SKILLSHEETS, E27-1 AND E27-2, PAD OF 50	Pad
46-3874	BASAL PROGRAM SKILLSHEETS, E27-3 AND E27-4, PAD OF 50	Pad
46-3877	BASAL PROGRAM SKILLSHEETS, E28-1 AND E28-2, PAD OF 50	Pad
46-3880	BASAL PROGRAM SKILLSHEETS, E28-3 AND E28-4, PAD OF 50	Pad

ITEM NUMBER	ARTICLE	UNIT OF MEASURE
	SKILLSHEETS (cont.)	
46-3883	BASAL PROGRAM SKILLSHEETS, E29-1 AND E29-2, PAD OF 50	Pad
46-3886	BASAL PROGRAM SKILLSHEETS, E29-3(1) AND E29-3(2), PAD OF 50	Pad
46-3889	BASAL PROGRAM SKILLSHEETS, E29-4 AND E29-5, PAD OF 50	Pad
46-3892	BASAL PROGRAM SKILLSHEETS, E29-6 AND E29-7, PAD OF 50	Pad

THE NORTH AND SOUTH-CENTRAL PYRAMIDS' TITLE I READING PROGRAM

by

Margaret O'Shaughnessy

Minneapolis Public Schools

Background Information

The program described was conducted in the Minneapolis Public Schools. Minneapolis is a city with an estimated population of 434,400.[1] Approximately 78,700 children attend school in Minneapolis; 68,000 of these children attend the ninety-seven public schools in the city. In 1967 the school system was decentralized to improve communication within the system and between the individual schools and their communities, to develop collaborative and cooperative programs and to share particular facilities and competencies of teachers.[2] A group of twelve geographically proximate schools were formed into the North Pyramid. In 1969 a similar grouping pattern was established, with the same objective, and called the South-Central Pyramid. The two Pyramids consist of nineteen elementary schools, five junior high schools and three senior high schools. Approximately 22,000 children attend these schools and, of that number, one-third are defined by the State Department of Education as educationally disadvantaged, i.e., one or more grade levels behind in the basic skills of reading, mathematics or oral language development.[3]

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[1]Mitchell Trockman, Instructional materials project director's report. Research and Evaluation Department, Educational Services, Minneapolis Public Schools, 1972, p. 1.

[2]Ibid., p. 5. [3]Ibid., pp. 5-6.

The superintendent of schools, Dr. John B. Davis, Jr., appointed Mr. Melvin Hoaglund as the Director of the North Pyramid at its initiation. Mr. Hoaglund began his work by holding a series of meetings with community members and the individual faculties of the twelve schools. These sessions revealed that reading instruction was the major educational problem in the schools. The teachers set the following goals for improving reading instruction in their classrooms:

1. a unified effective program for initial classroom instruction that would include
   a. a soundly determined, and common, sequence of presentation of reading skills based on cruciality,
   b. a multi-sensory approach which would meet the needs of deprived youngsters,
   c. a rich and organized continuum of multi-sensory strategies and materials designed to facilitate the learning of each specific skill taught,
2. a brief, informal and practical small-group method for an initial and continuous diagnosis of each pupil's most critical reading skills reinforced by a materials center sufficiently stocked and varied to provide for different learning styles in each skill or concept,
3. in-service training which would prepare teachers to implement the program in their own classrooms; the instructor of the in-service program would demonstrate all phases of the course with children,
4. unification of all elements of the reading program so that a child who moved from school to school would be taught essential reading skills in the same sequence.[4]

A proposal was submitted to obtain federal funds to meet these goals and in the summer of 1968 a combined in-service course and workshop was held sponsored by Title I funds of the Elementary and Secondary Act of 1965. The in-service training was conducted by Dr. John C. Manning of the University of Minnesota and the materials workshop was coordinated by Mrs. Alberta Brown. The course and workshop were attended by eighty-seven classroom teachers in the afternoons from June 24 through August 2, 1968.

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[4]Mary C. Kasbohm, Unpublished administrative report. Minneapolis Public Schools, 1970, pp. 2-3.

Teachers in the first training session identified twenty-two basal systems used in their nine elementary schools during the school year 1967-68.

In 1966 Richard Faunce had made a study of the mobility rates of students in the Minneapolis schools; Mr. Faunce discovered that children in the inner-city of Minneapolis changed schools about twice as often as children living in comparison areas of the city.[5]

In the City-Wide Testing Program Report, the Department of Guidance Services reported, "The study (of Fall, 1968 city-wide testing scores) disclosed that Minneapolis students who moved from one school to another scored significantly lower than all Minneapolis students on city-wide tests."[6]

The combination of mobility factors and the multiplicity of basal texts resulted in the teachers' agreement that a single textbook should be adopted in the North Pyramid's elementary schools. When the South-Central Pyramid was formed in 1969, its Director, Mr. Vernon Indehar, indicated that his teachers wished to participate in the Title I Reading Program and that they, too, accepted a single textbook concept.

The basal selected by the teachers was a linguistic series which emphasizes the learning of spelling patterns in the initial stages of reading.

In the summer of 1969 a second training session was jointly conducted by Dr. Manning and Mrs. Brown. The in-service was limited to primary grade teachers and approximately 125 teachers, representing both Pyramids, attended. The content of this course, as the one held the previous summer, centered on giving teachers specific skills in the areas of beginning reading, diagnosis, remediation and basic methodology. Materials developed

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[5]Richard Faunce, Student mobility in selected Minneapolis public schools. Administrative report, No. 3, Minneapolis Public Schools, 1966.

[6]Kasbohm, p. 7.

in the workshop were designed to reinforce and/or teach basic skills as outlined in the basal; the materials produced by the teachers were manipulative in nature and were developed to hold the child's attention by keeping him actively involved.

The abundance of materials, the increased number of teachers and students involved in the program and the wide range of instructional levels to be served soon made it necessary to organize a more technological means of materials production. In August, 1969 an Instructional Materials Center was put into operation to produce teacher-developed materials on a massive scale. The Materials Center was also financed by Title I funds.

In the Fall of 1969 a third in-service was conducted. Again, the primary teachers of both Pyramids were invited to attend. One hundred forty teachers, who had not participated in earlier sessions, registered for the class. Dr. Manning conducted this course through the University of Minnesota under the title, "Materials and Instructional Techniques of Elementary Reading." The teachers enrolled in the class had a choice of receiving academic credit, stipend or local professional growth credits.

In February, 1970 Mrs. Alberta Brown, who had assisted Dr. Manning in the summer training sessions, was hired as a full-time Reading Specialist for the North and South-Central Pyramid schools. Mrs. Brown's responsibilities were many and varied. They included organizing and coordinating in-services, writing materials, classroom visitations, demonstration lessons and working with a group of teachers to develop new materials for the 1970 summer school program.

A course was also offered to intermediate grade teachers in the Spring of 1970; 140 teachers in grades four, five and six took advantage of this opportunity to get help in working with disadvantaged youngsters.

The exclusion of the intermediate teachers up until this time had been the result of establishing a priority that the program would emphasize preventative measures in the early grades initially and would later expand to meet the needs of older, inefficient readers.[7]

The summer school of 1970 introduced a program of language development for children who would be entering kindergarten in the Fall. The approach used was a modified version of a language program developed by Dr. Muriel Seville and consisted of thirty lessons designed to develop syntax and phonology. Also, in the summer of 1970 an additional 100 teachers participated in a workshop held two weeks before the opening of school. Therefore, by the end of August, 1970 intensive efforts had been made to train teachers of disadvantaged children from the pre-school level through the third grade; approximately 477 teachers had participated in one of the in-service programs.

The efforts listed have been, for the most part, related to in-service meetings. Classroom demonstrations had been conducted by Mrs. Brown; however, since there were approximately 350 teachers in the primary grades of the Pyramids' schools and the additional responsibilities of Mrs. Brown have already been noted, it became apparent that additional personnel were needed to meet the demands of teachers.

In the Spring of 1970, a job description was posted in all the elementary schools of the city of Minneapolis. The positions being advertised were for "Resource Teachers--In Residence." The responsibilities of the Resource Teacher were: "to improve the quality of learning through improvement in the quality of instruction." The ways in which this purpose was to be accomplished included "demonstration teaching; staff development including

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[7]Ibid., p. 9.

the pre-school workshop for new teachers; planning with teachers and principals; the creation, location and distribution of student materials." Qualifications for the job were:

1. a Bachelor's degree with valid teacher certification,
2. evidence of three years of successful teaching experience, preferably with more than one age level,
3. demonstrated interest and personal development in the area of emphasis.

The positions available provided for primary and intermediate Resource Teachers in the areas of Language Arts, Mathematics, and Social Studies. The individuals selected were to be paid according to their level on the regular teacher's salary schedule and were to begin work on August 17, 1970.

While the city of Minneapolis was accepting applications for the positions of the Resource Teachers in Residence, the North and South-Central Pyramids were planning to expand their Title I Reading Program. During the Spring of 1970 federal money was allocated for a cooperative effort between the University of Minnesota and the Minneapolis Public Schools aimed at preventing and remediating reading dysfunctions. The program was labeled "Combine."

The personnel involved in the Combine program were to be selected from the Minneapolis Public Schools and the University Graduate School. Specifically the following efforts were to be made:

1. Five classroom teachers, with inner-city experience, were to be selected to pursue a Master's degree at the University as well as to work in the nineteen schools of the Pyramids.
2. Two graduate students, working on Doctoral Programs, were to be selected.
3. Undergraduates in their junior and senior years in the College of Education at the University were to be involved in a reading methods course that required them to tutor students in the inner-city.
4. The Master's candidates were to commit themselves to two years of inner-city teaching beyond the training period of two years.

The program was to be inaugurated in the Fall of 1970. Two training centers for the undergraduates were established: Hawthorne School in the North Pyramid and Lyndale School in the South-Central Pyramid. The format proposed noted that through the undergraduates approximately 500 disadvantaged youngsters in these two schools would receive clinical help. It was also hoped that the classroom teachers of these students would profit from the in-service and supervision provided. The philosophy of reading was to be taught by Dr. Manning and the doctoral candidates. Specific techniques for teaching basic skills were to be shared by the master's candidates. These interns were also to be responsible for providing a continuous succession of in-service courses and workshops for teachers in the Pyramid schools.

Therefore, in the Fall of 1970, about 400 teachers in the primary grades of the inner-city schools in Minneapolis had received in-service training, the school system was searching for Resource Teachers in the area of Language Arts, the Combine segment of the program had been funded and steps for selecting personnel taken, a single textbook had been adopted, a Reading Specialist employed and an Instructional Materials Center put into operation.

The second part of this paper will center on the methodology conveyed to teachers through in-service.

The Method

The underlying philosophical base for the approach used to teach reading in the Pyramid schools encompasses the following:

1. differentiation of instruction according to ability, rate of progress, sub-skill weaknesses and self-direction,
2. enrichment through language experience and independent reading,
3. social-personal learning,
4. active pupil participation.[8]

These criteria are the roots of the pedagogical aspects of the implemented reading methodology. The conviction, based on research, that children in the inner-city can learn to read is the nucleus of the program.[9]

Reading readiness instruction is begun in kindergarten with an emphasis on learning the alphabet. This approach is based on the conclusion that success in first grade reading has a high correlation with letter knowledge.[10] Children are grouped for instruction according to their physiological, neurological and social maturity as well as by level of ability. The readiness program is designed to develop two fundamental skills along with letter knowledge; they are: 1) attention and persistence in learning, and 2) ability to follow directions.[11] The steps for teaching the alphabet are outlined in the manual, Essential Initial Reading Instruction, which is available to all kindergarten and first grade teachers who have attended an in-service program.

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[8]John C. Manning and Alberta Brown, A Classroom Teacher's Digest of Reading Instruction (Minneapolis: Department of Elementary Education, University of Minnesota, 1968), p. 3.

[9]Kasbohm, p. 12.

[10]Manning and Brown, p. 3.

[11]Ibid., p. 3.

When the child has completed the readiness portion of the program, formal reading instruction begins. The reading program is eclectic in nature in that a basal series and an integral phonics approach is used. As in the readiness program, the visual, auditory and kinesthetic modalities of the child are all involved in the learning process. The basic ingredients of the teaching process are vocabulary instruction, phrase reading for quick recognition, oral reading for diagnosis, oral reading for practice and silent reading.[12] Manipulative and supplementary materials, designed by teachers, are used to reinforce basic skills either as part of the lesson or as independent follow-up activities. A manual, The Classroom Teacher's Digest of Reading Instruction, describing suggested teaching techniques is available to all teachers who have participated in some in-service training.

Part three of this paper will describe the intensive efforts made to improve the quality of reading instruction in the inner-city schools of Minneapolis. It is a discussion of the Reading Team which began work in the Fall of 1970.

The Reading Team (1970-1971)

Introduction

As was mentioned in the first section of this paper, by the Fall of 1970 the personnel available to assist in the Pyramids' reading program had been increased. The Minneapolis school system selected four classroom teachers to work in the area of Language Arts in the inner-city schools.

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[12]Ibid., pp. 4-5.

Two Resource Teachers were appointed to the North Pyramid and two to the South-Central Pyramid; in each of these sections of the city, therefore, there was a primary and an intermediate Resource Teacher.

A selection committee consisting of the Pyramid Directors, the Pyramids' Reading Specialist, the University Consultant, the Assistant Director of Federal Projects and an Assistant Director of Personnel chose five classroom teachers to begin an internship as members of the Combine program. Two doctoral candidates from the University of Minnesota were also selected to participate in the program.

Since preventing reading failure had already been established as a priority in the schools to be serviced, the goal of the Reading Team was to assist teachers in the kindergarten and primary levels. The two intermediate Resource Teachers were included in all in-service and Reading Team meetings in order to assure continuation of the efforts being made at the early levels of education. However, the Combine interns were assigned to work with the primary Resource Teachers in the Pyramids. Further discussions of this paper are limited to the function of the Reading Team at the kindergarten-primary level.

Classroom Teaching

The Reading Team in the Fall of 1970 consisted of the University Consultant, a Reading Specialist, two primary Language Arts Resource Teachers, five Combine interns and the Director of the Instructional Materials Center. Nineteen elementary schools were to be serviced by this team with a combined primary staff consisting of approximately 400 classroom teachers.

The Pyramid Directors, the University Consultant and the Reading Specialist assigned the interns to teams working in the North and South-Central Pyramid schools. Three teams resulted: the first team consisted of the Reading Specialist and one intern who were responsible for six schools--four in the South-Central Pyramid and two in the North Pyramid; the second team included the North Pyramid's primary Resource Teacher in Language Arts and two Combine interns who were responsible for six North Pyramid elementary schools; the third team was comprised of the primary Resource Teacher in Language Arts and two Combine interns and was responsible for seven elementary schools in the South-Central Pyramid.

The role of Team III in the South-Central Pyramid is now described as an example of the kinds of classroom assistance given to teachers in the seven schools serviced by the Team. In general, the activities of Team III fell into the categories of testing children either with standardized or placement tests, grouping children on the basis of test results, performing demonstration lessons in the area of reading and helping the individual teacher organize materials and establish reading schedules. Principals also sought the help of Team members to organize materials furnished by the Instructional Materials Center to each building. Lessons demonstrated by the Team included some related to reading readiness such as: teaching the alphabet, phonemic-graphemic correspondence, rhyming and oral language development lessons as well as lessons developed in correlation with the basal, supplementary materials and language experience lessons.

The members of Team III began the year by meeting with staffs in each of the assigned buildings to introduce themselves, offer their services and answer questions about the program. The first weeks of school were kept open to assist teachers with testing and placement of children.

Inexperienced teachers and those new to the Pyramids were given first consideration. The Team functioned in a variety of ways. Initially the interns observed the techniques used by the Resource Teacher in either testing or teaching situations. Each time a classroom teacher was given help, a follow-up conference was arranged. The purposes of the conference were to review the procedures, explain the rationale for their use, offer suggestions for future lessons and answer questions posed by the teacher; the conference was also seen as a concrete way to build teacher confidence and to establish rapport between the teacher and the members of the Reading Team. As the Combine interns became familiar with sections of the program, they assumed responsibility for their implementation in classrooms. Requests for demonstration lessons came from the teachers, the principals, or were the result of the members of the Team offering to teach a lesson.

The arrangements for teaching the lessons were kept flexible in order to accommodate the schedule of the Reading Team to the classroom teacher's schedule. Eventually the following schedules for lessons were possible:

1. Resource Teacher demonstration with reading group; interns and classroom teacher observing,
2. Resource Teacher demonstrating lesson with one group; Combine interns each demonstrating lesson with one group; classroom teacher alternating her observations between the three groups,
3. Combine intern demonstrating lesson with one group; second intern, Resource Teacher and classroom teacher observing,
4. Each member of the Team demonstrating a lesson in different classrooms of the same building,
5. One member of the Team demonstrating a lesson; all the classroom teachers at a grade level released from their classrooms to observe,
6. Each member of the Team working in separate buildings with classroom teachers.

The members of the Team were responsible for keeping each Principal informed regarding their work in the schools. Conferences with the Principals were limited to a discussion of the program and the lessons performed by members of the Team. Extreme caution was used to avoid evaluating individual teachers. When situations arose that were of concern, a suggestion was made to the Principal that he visit the particular classroom.

Frequently a member of the Team, or the entire Team, assumed the responsibility for teaching all of the reading groups in a classroom for a period of days. The procedure was used to: 1) allow the teacher to see a sequential skill development, 2) observe organizational techniques, 3) give members of the Team time to get to know the individual children in a group and identify sub-skill weaknesses, and 4) to demonstrate a variety of instructional techniques. The Team often arranged to stay in classrooms where teachers had indicated they were having difficulties long enough to eliminate the problem or until the teacher felt comfortable enough to resume responsibility.

Whenever possible, demonstration lessons included a sample of the many reinforcement materials produced at the Instructional Materials Center; the assembled materials were usually left with the teacher after the lesson.

Classroom teaching consumed the greater portion of each working day. Members of the Reading Team spent approximately three-fourths of each day in their assigned buildings. The remainder of the day was occupied with preparing the next day's lessons, assembling materials for teachers, attending meetings or in conference.

Undergraduate Reading Course

In January of 1971, the Combine interns, Dr. Manning and the doctoral candidates began teaching the undergraduate reading course. At the first class sessions, Dr. Manning presented an overview of the program, a description of the schools and the philosophy of the course. The 70 college students were assigned to one of the two training centers. Buses transported the students from the University to the schools and back again. Each student began by working with one child, moved to responsibility for a small group and, by the end of the quarter, was teaching an entire reading group. The course met twice each week; it was arranged so that time was divided between tutoring and participating in discussions regarding instruction. Dr. Manning participated in the lectures and observations of the students by alternating his time between the two buildings. The doctoral candidates were each assigned a building and responsible for coordinating its program, assisting Dr. Manning in the lectures and observing the students. The Combine interns were assigned specific students to observe and were responsible for demonstrating instructional procedures. The children's classroom teachers met with Dr. Manning before the program started for an all-day training session. At that time suggestions were given for the selection of children to participate in the program and ways to reinforce the clinical tutoring were also mentioned to the teachers. During the quarter the classroom teachers were invited to observe the undergraduates as they worked with children.

Spring quarter a second course was offered; again 70 college students and approximately 500 children participated.

Additional Information

Throughout the year, meetings were scheduled every other week for the entire Reading Team. At these meetings the work in the schools was discussed as well as any problems that had been encountered. Modifications in the program were suggested and voted upon for approval. Related research or new studies in reading were presented. Plans for future activities and newly-developed materials were shared during these conferences. The meetings were held during the latter part of the afternoon and usually lasted from two to four hours.

It should also be noted that along with their work in the schools, the undergraduate course and the in-service programs, the members of the Combine component of the program were pursuing coursework at the University of Minnesota.

In-Service

During the school year 1970-71 many in-service meetings were conducted. For clarity's sake the following distinctions are made: 1) the levels of in-service and 2) the types of in-service. None of the in-services are mandatory; teachers may choose to attend or not to attend.

Levels of in-service. The levels of in-service range from those conducted for all teachers in the Pyramids to those held for individuals. The first level of in-service training to be considered is that done on a Pyramid-wide basis.

University sponsored classes were taught by Dr. Manning to the primary teachers in the Fall of 1970 and Winter quarter to the intermediate teachers. The classes were held from 4:00-6:00 p.m. once a week for a ten-week period. In-services designed to implement new techniques or materials are also

conducted on a Pyramid basis. For the most part, these classes are limited to those teachers directly involved in the use of the new methods. Samples of these kinds of in-service held in 1970-71 are: the kindergarten workshops, the pre-fall workshops for new teachers, testing in-services, pre-summer school training sessions and the kindergarten rebus workshop. These meetings are held to share information about the program with teachers, get teacher in-put for reinforcement ideas and help teachers correlate their objectives with the techniques. A third kind of Pyramid-wide in-services are referred to as mini-workshops. These meetings are requested by teachers and may involve a tour of the Instructional Materials Center or a request for help with one phase of the program; they are available to all faculties in the Pyramid.

A second form of in-service available on a Pyramid-wide basis are the individual building in-services. Each school in Minneapolis dismisses early on Tuesday afternoons to give teachers staff development time. Many of the individual building in-services are conducted during this release-time.

The in-service conducted for teachers in a building may be for the whole staff, a grade level, an instructional level or an interest level. Requests coming from faculties include those for help in establishing grouping patterns, demonstrations of new materials as they are produced, and questions related to adapting techniques to meet the particular needs of students in the building. The aides and volunteers in the building who frequently assist the teacher in reinforcing basic skills have also been in-serviced. The training of these people focuses on ways they can assist the classroom teacher, suggestions for working with children and the basic philosophy of the program.

During the school year members of the Reading Team also participated in PTA meetings, open house programs in schools, school board meetings and many informal meetings with parents and other members of the community.

The individual teacher in-services and the undergraduate program were discussed in the preceding section of this paper.

Types of in-service. The types of in-service can be classified as training sessions in which techniques for general application were presented and those in which techniques for specific programs were discussed.

The philosophy and methodology of the programs are presented to teachers in a variety of ways. Each Pyramid-wide in-service includes a demonstration of techniques with a group of children. Teachers are frequently requested to teach and critique a lesson which they have developed to put a particular theory into practice as an assignment for the course. Members of the Reading Team are also available to demonstrate theory in the teachers' classrooms and to observe the teacher. Because of the abundance of materials, in-service time is frequently directed to assisting the teachers to use the basal manuals, the supplementary materials, diagnostic tools and reinforcing techniques effectively.

In-service to initiate a new program has a three-pronged purpose: first, dissemination of information, second, development of materials and third, correlation of materials and appropriate techniques.

The Reading Team (1971-1972)

Introduction

Many of the services begun in 1970-71 were continued during the school year 1971-72. The Combine component of the program was expanded and six Master's candidates were selected to work with the Reading Team.

Since two of the initial candidates had withdrawn from the program after its onset, the number of personnel available to work in the Pyramid schools was increased by four. The selection of the second group of interns was made by a committee; the requirements were the same: successful inner-city teaching experience, acceptance in the Graduate School of the University, demonstrated ability to work well with others, dedication and agreement to remain in the program a minimum of four years.

Classroom Teaching

In the Fall of 1971, the Reading Team consisted of the University Consultant, the primary Reading Specialist, two doctoral candidates from the University, two primary Language Arts Resource Teachers, three second-year Combine interns, six first-year Combine interns and the Director of the Instructional Materials Center. The personnel were again divided into teams. Six teams with two members resulted; no team was responsible for more than four buildings.

The classroom work of the teams was not drastically different from that done the previous year. It was possible, however, to spend more time in a building since the number of teachers to be helped had been reduced by the enlargement of the Reading Team. The Fall of 1971 saw fewer inexperienced teachers hired and placed in the inner-city schools than ever before. The people who had been involved in the program the year before had less need to explain their roles to staffs of teachers.

Undergraduate Course

The training of the undergraduates resumed winter quarter of 1972. The first-year Combine interns were involved in this class as were Dr. Manning and the doctoral students. The training center in the North Pyramid

remained Hawthorne School but the South-Central Pyramid's training center was shifted from Lyndale to Seward School. This change took place for two reasons: 1) Seward was closer to the University and, therefore, more accessible and 2) Lyndale School was in the process of being phased out and teachers and students were to move to a new building in the spring. The number of college students enrolled in the course was reduced to 60 each quarter and approximately 500 students were involved in the program at the two training centers. Dr. Manning provided in-service for the teachers prior to the beginning of each quarter.

In-Service

Each strand of the Pyramid-wide in-service program continued during the school year 1971-72. A University course was taught by Dr. Manning both Fall and Winter quarters. The format for the classes varied to the extent that a lecture was presented from four to five o'clock. At five o'clock the teachers were divided into small groups with a leader to promote interaction. During the small group sessions materials were shared with and distributed to the teachers.

Early in the year an in-service program was offered to the Principals in the nineteen schools. Principals had been encouraged to attend previous classes but a conflict in schedules had made their attendance sporadic. The training presented to the Principals concentrated on areas in which they could assist the classroom teacher in improving reading instruction as well as conveying the basic philosophy of the program.

After January of 1972, it became apparent that some in-service time needed to be set aside for persons already functioning as resource teachers in the building. The six people involved in these in-services worked as

general resource personnel or remedial reading teachers in individual buildings. Monthly meetings were scheduled at the Instructional Materials Center and were designed to share information, discuss problems and suggest alternative solutions.

New programs were also initiated in the Fall of 1971. The kindergarten Language Development program was expanded and all kindergarten teachers invited to a three-session workshop on its use; about 40 kindergarten teachers attended these meetings.

The Rebus program begun in the kindergartens the previous spring for children who had completed the readiness program, was established as a pilot study in fourteen first grades in the fall. Teachers in this program attended four workshops during the year.

Mini-workshops continued to be held as individual staffs, clusters of schools or Pyramids indicated their need. In the Spring of 1972, Dr. David Pearson from the University of Minnesota conducted a mini-workshop on teaching comprehension skills for the intermediate grade teachers.

The amount of time given to building in-services was also increased by the additional number of people on the Reading Team; the kinds of programs conducted at this level were consonant with those done in 1970-71.

The amount of information distributed about the program was extended from the local community to the nation. Visitors to the Instructional Materials Center and the Pyramids' schools included teachers and principals from other systems throughout the United States, university professors, curriculum coordinators, Title I auditors from Washington, D.C., State Department visitors, and the Commission Members of the International Reading Association.

A new dimension was added to future in-services in the Spring of 1972. At that time video tapes of the basic instructional sequence were made. The video tapes are to be a part of a Methods Bank that will be put into operation in the Fall of 1972.

Conclusions

1. A comprehensive reading program was developed and put into operation in nineteen inner-city schools in the city of Minneapolis.
2. The reading program was designed to aim at preventing reading failure by attacking the problems of instruction in the kindergarten and primary grades.
3. One-third of the students in the nineteen schools involved in the program are educationally disadvantaged.
4. The reading program is eclectic in approach; the basal series linguistic.
5. A Reading Team functioning in the schools attempted to assist classroom teachers through intensive in-service programs, demonstration lessons in classrooms and the development of a variety of reinforcing materials.
6. The nucleus of the program is the conviction that inner-city children can learn to read.